

Five Things to Do To Help Your Child Compete with Students in California, Europe and Asia

A short letter to parents
who don't have much time to read

By Alguns P. Curiosos

(if you have time to read, there is a 200-page expansion of this text) www.TINYURL.com/Parentsliketoread

Copyright 2021 by Alguns Pessoas Curiosos
Published independently (yes, this book is self-published)
Get a sharp knife ready: We want you to tear apart this book and
hang posters on your walls.



Go ahead, join us, a team of teachers,
as we look into the future.

This book invites you to join thousands
of parents who have learned about the
new “focus on skills.”

To prove that the student has a skill, the
student uploads examples of work
(projects) that demonstrate the skill.

The student makes a video to explain
the important aspects of the project, the
struggles that took place, how
the project enhanced and
developed several skills.

Dig in. Go deeper. Then share
the sheets at the end of the
book. Rip the pages out. The
book repeats much of the
content, so you can pass
these sheets to parents at the
next PTA meeting. Give these
sheets to your child’s teachers
and principal. Each two-sided
sheet gives some of the links
that you experience in this
book..

Since people often respond
well to images, there are

several images
and posters
scattered through the book that might
appear to have no relationship to the
content of that page..these extra images
are taken from National History Day
projects. To get started, watch the video
located at. **Tinyurl.com/NoGradesVideo**.
Why not subscribe to that channel?



Imagine a Transcript

3,159 views • Feb 20, 2017



Mastery Transcript Consortium
227 subscribers

SUBSCRIBE

This is a letter to parents who don't have time to read.

The idea is to give you one minute per topic so that you get an overview...and you can dig deeper if you are interested. Here are the five things to do:

Step 1 Build a positive attitude (in you and your child)

Step 2: Build foreign languages in your child's head

Step 3: Mentors and Internships

Step 4: Don't focus on grades. Focus on Skills

Step 5: Put these four steps into websites to display work

Help us, parents: You are our only hope.



Five Steps

to help your child compete with
students in California

A video for parents



Step 1: Build
a positive
attitude in
your child

Look for Hal
Urban



www.TINYURL.com/7LessonsHalUrban

Step 2: More languages

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

Step 3: Mentors and Internships

***A student visits
an animal clinic
as part of
school***



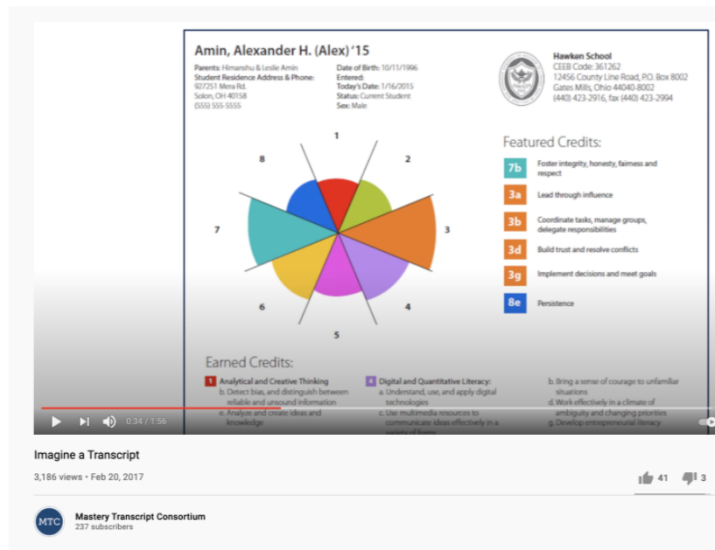
Mentoring Through Internships

1,074 views • Mar 18, 2015

6 0 SHARE SAVE ...

See www.TINYURL.com/BPLintern

Step 4:
Don't
focus on
grades.
Focus on
Skills



See www.TINYURL.com/NoGradesVideo

Step 5: Put these four steps into
websites to display work

***Students in
California put
their school
work on
websites***

Ben's Website starts like this



www.TinyURL.com/ExampleDP

Step 1: Build a positive attitude

Get the free seven lessons by Hal Urban

www.TINYURL.com/7LessonsHalUrban

Daniel Amen's "talk back to ANTS" (automatic negative thoughts)

www.TINYURL.com/sunants

Negative thoughts create chemicals that cause people to feel depressed.

Students who are depressed or angry or upset or irritated do not learn as well or as much as students who have a positive mental attitude (PMA).

<https://www.youtube.com/watch?v=W-sMA6WUA2k>



Kill the ANTS

10,403 views • Feb 12, 2015

187 3 SHARE SAVE

Hal Urban

This teacher spent 38 years in high school classrooms and developed a system to promote positive attitudes in teenagers. Your child might not have teachers like Hal, but at least you can use his methods to promote a positive atmosphere in your home.

<https://www.youtube.com/watch?v=WJvbco0yAE0&t=380s>

You can search "Hal Urban Character Lessons from Classroom"

Or you can type www.TINYURL.com/HalUrbanCharacter



Cut out the next few pages and put the posters on walls in your home. Some of the posters have another poster printed on the other side of the sheet. Every two or three weeks, flip those sheets and promote the next message.

**Screen Out
the Trash**
Avoid people
who complain
Click carefully
*Words, videos and images
affect the way we think and
the way we talk.*

The words on this page come from Positive Words, Powerful Results by Hal Urban. Learn more at www.HALURBAN.com



Use a sharp knife or scissors: We want you to tear apart this book and hang these posters on your walls.

What are we celebrating today?

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com

**“You are what you are
because of what goes
into your mind.”**

Zig Ziglar

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

**What kinds of
words are going
into our minds?**

**What kinds of
words are coming
out of our mouths?**

**Every word that
we speak is
a chance to change
what is bad
into
something good.**

Walter Mosley

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

**The greatest
weapon against
stress is our
ability to choose
one thought over
another.**

- William James

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

The Thoughtful Thirty

1. Give encouragement.
2. Express thanks.
3. Acknowledge others.
4. Extend greetings.
5. Give a compliment.
6. Congratulate someone.
7. Teach, give instructions in a gentle way.
8. Offer words of comfort.
9. Inspire others.
10. Celebrate and cheer.
11. Inquire, express interest.
12. Mend relationships.
13. Make others laugh.
14. Show faith and trust.
15. Share good news.
16. Praise, honor, build up.
17. Express caring.
18. Show understanding and empathy.
19. Give approval.
20. Extend an invitation.
21. Show courtesy and respect.
22. Give advice and counsel.
23. Apologize.
24. Forgive.
25. Offer to help.
26. Tell the truth.
27. Point out the good.
28. Use terms of affection.
29. Provide valuable information.
30. Communicate love.

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com

The ebook is called “the No Poison Pledge” ebook because Hal Urban created a pledge for each student to take. Here is the pledge:

The “No Poison” Pledge

I’m aware that many words act like toxins.
They poison the atmosphere.
I’ll do my best to avoid using any of the
Dirty Thirty while in our home.

I’m aware that other words act like
nutrients.
Positive words nourish the atmosphere.
I’ll do my best to use words from the
Thoughtful Thirty while in our home.

Name _____ Signature _____

Name _____ Signature _____

Name _____ Signature _____

The “No Poison” Pledge is on page 104 of *LESSONS FROM THE CLASSROOM: 20 THINGS GOOD TEACHERS DO*. Learn more at www.HALURBAN.com

Parents: You can sign this poster, then ask your child to sign the pledge.

Circle each thing that you do **NOT** want to hear.

The Dirty Thirty

1. Bragging
2. Swearing
3. Gossip
4. Angry words
5. Lies
6. Hurtful words
7. Judging others
8. Playing "poor me"
9. Making discouraging remarks
10. Embarrassing people
11. Excessive criticism
12. Complaining
13. Rude language
14. Teasing
15. Manipulation
16. Phony comments
17. Ethnic/racial slurs
18. Sexist comments
19. Age-related put-downs
20. Pointing out what's wrong
21. Threats
22. Arguing
23. Interrupting
24. Always topping someone else's story
25. Being a know-it-all
26. False flattery
27. Yelling
28. Talking down to people
29. Exaggerating
30. Blaming and accusing others

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com Get the free ebook of posters at www.TINYURL.com/NoPoison100

Step 2: Build foreign languages in your kid's head

<https://www.leadwithlanguages.org/why-learn-languages/early-childhood-elementary>

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

Benefits of Learning a Second Language at an Early Age ...

That's nice...but how? Eighty percent of families in the USA live in homes that speak one language.

The number of people who speak a language other than English at home reached an all-time high of 61.8 million, up 2.2 million since 2010. This means that 1 in 5 families speak more than one language. *U.S. Census Bureau*

Some suggestions:

- Watch the same movie with subtitles in the target language. I know someone who watched *Free Willy* more than 200 times as a teenager and she became fluent in English.
- Whatever it takes, get the vocabulary into your child's head before age 7.

Here is an article that gives you some tips:

What You Can Do in a Monolingual Home

Monolingual parents can teach their young children foreign languages with these tips.

1. Have your child spend time with a native speaker.

In a study by Patricia Kuhl called "[Foreign-Language Experience in Infancy: Effects of Short-Term Exposure](#)

[and Social Interaction on Phonetic Learning](#)," nine-month-old children were first exposed to Mandarin in different forms: via audio clips, videos, and interactions with native speakers. The researchers found that within 12 sessions (totaling five hours), the children exposed to Mandarin through social interactions had the same level of phonetic recognition of Mandarin sounds as infants who had been raised

in Taiwan their entire lives. Meanwhile, the infants who had only been exposed to the language through audio or video did not make significant language gains. The researchers concluded that talking face-to-face with another person catches the attention of the children in a way that audio recordings and DVDs do not.

2. Find videos and music in another language.

You can use sounds and images to expose your child to foreign languages. For instance, the [Transparent Language blog](#) suggests finding music in a foreign language that both you and your child can enjoy together.

3. Use kid-friendly language-learning software.

There are dozens of programs out there that help young learners immerse themselves in another language. [SheKnows](#), for example, offers lessons in Spanish, French, Arabic, and Japanese, among others. Other options that parents can look into are [Little Pim](#) and [Gus on the Go](#).

4. Find extracurricular activities in a foreign language.

This list from [Mommy Poppins](#) features dozens of programs that use music and dance to teach children Spanish.

5. Learn the language together.

If you have the time, you can learn with your child. Programs like [Duolingo](#) or [Rosetta Stone](#) can help you gain another language and then you can teach what you learned to your child. The key is to have fun.

6. Google Translate

Put sheets on the wall that show common phrases that you often use around the house. Type the typical phrases that you use around the house (Come here, Don't do that, Wash your hands). Put that list through Google Translate, print the list and put the list in easy-to-see locations around your home. Some suggestions follow.

This information came from these two websites

<http://mommypoppins.com/kids/spanish-class-es-nyc-kids-lessons-speaking-spanish>
<https://www.noodle.com/articles/5-ways-to-teach-your-kid-a-second-language-at-home>

At the end of the book is a list of 45 phrases: Choose the language that you will target in your home.

- 1) Highlight the list of phrases
- 2) Place the list in Google Translate
- 3) Select the language
- 4) Copy the list of phrases in the target language
- 5) Paste the list into a word document
- 6) Make a list with two columns
- 7) Put the list around your home

See the APPENDIX: There are 45 phrases in Spanish. You can substitute translations in other languages. Choose the language that you will target in your home.

- Highlight the list of phrases
- Place the list in Google Translate
- Select the language
- Copy the list of phrases in the target language
- Paste the list into a word document
- Make a list with two columns
- Put the list around your home

You can add to the list some phrases that you often use. I like the phrase, “Oh, no. Another cat escaped” and “Can you help me catch Ricardinho?” (one of the cats that we foster at the Cat Rescue Center). See more at www.AnimalsComeFirst.org.

Here are quotes by Ken Robinson to show a teacher who might turn into a flexible person...

“If you are a teacher in a classroom with 25 students, you are the educational system for those children.”

“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

“Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.”

“We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process; it's an organic process. And you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which they will begin to flourish.”

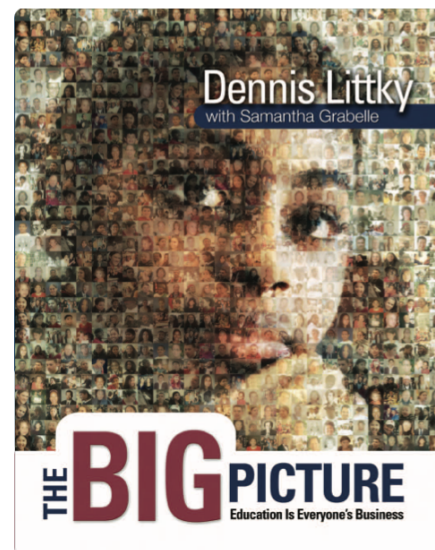
“Personalization means teachers taking account of these differences in how they teach different students. It also means allowing for flexibility within the curriculum so that in addition to what all students need to learn in common, there are opportunities for them to pursue their individual interests and strengths as well.”

Step 3: Mentors and Internships

You can read below about how mentors help students at Big Picture Learning schools learn about themselves and ***“what I might do when I get out of high school.”*** ***This tip is targeted at teenagers.*** However, all kids over the age of eight are in the state of “Industry” (described by Eric Erickson). Give kids the opportunity to watch adults do things. ***You can be a mentor when you show your child how to use a screwdriver.***

Why *not* take the time to find people in the community who have the same interests as our kids and get the kids working with them? Even more beautiful when the kids find internship mentors on their own while pursuing some interest during their free time. [An internship] shows kids in the clearest way that their “real life” and their “school life” are part of the *same* life. -- *Dennis Littky*

See more at www.TINYURL.com/BPLintern



is

WHAT CAN PARENTS DO?

The first key is to help your child find opportunities to watch someone do something. You can call it “job shadowing” or “learning from a mentor.” Arrange for your child to spend time watching someone who is good at something. This time could be as formal as an internship or as casual as watching someone on a video on YouTube make something.

The second key is to look at each internship or mentoring as a project. Ask your child to emerge from the internship with something (a video, a collection of photos, an essay) to show what was learned. A helpful list of questions (to guide how to write the project) is below (from Big Picture Learning).

<https://www.youtube.com/watch?v=pNqIkWYShPY>

The video shows an intern at an animal clinic.

You can download a free ebook with examples of projects from

www.TINYURL.com/blazekProjects

Here's an example of a school in California that asks students to work in a volunteer way (intern) and learn from a mentor.

<https://www.youtube.com/watch?v=K60rohRF3V4>



Partial transcript: It's important to give kids a foundation for the rest of their lives in an area that pushes them to try harder and do more.

Intern (Nathan): I had an internship before I came to the animal clinic and I got a part time job out of it. That's what I want to do here at the clinic. I worked with real clients. This internship is giving me opportunities what I feel I can do, so I can learn.

Intern (Diana): My mentor didn't baby me. He told me to look up some videos and then go for it. The internship opened my eyes.

Mentor: A lot of times I will increase the responsibility as I see the teenager really fulfilling the duties of the job. By the end of the internship, I have almost a peer working relationship with the teenager. I feel like I've helped the student come out of her shell.

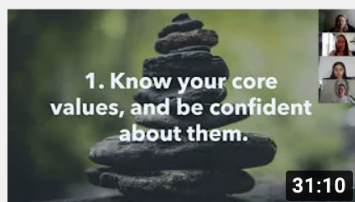


President Obama praises the Met and BPL

4,578 views • Mar 4, 2010



Big Picture Learning's mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning's (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all students, especially under served urban students, and the expectation that these students can achieve success.





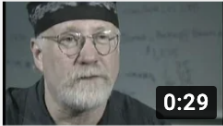

Big Picture Living | Hannah from Gibson EK High Scho...

5 views • 1 week ago

This procedure of “asking teenagers to spend time watching adults work” (internships) is used at Big Picture Learning Schools. This video on the Big Picture Learning Youtube channel could use some views. www.TINYURL.com/bpliving The video shows a teenager who talks about skills learned at Big Picture Living...

<https://www.youtube.com/watch?v=O4sqM0MNVDQ>

These videos describe how a school can be organized to help kids develop skills.

- 1  **Dennis Littky on the growth and expansion of Big Picture Learning**
bplearning 1:17
- 2  **Dennis Littky on reflection, experimentation, and getting better**
bplearning 0:51
- 3  **Dennis Littky talks about the the Big Picture Learning design**
bplearning 0:29
- 4  **A Look at the Met School in Providence**
bplearning 2:48

Say this: **“Let’s Build Projects to Show What You Learned”**

www.TINYURL.com/BPLQuestions is a good start for asking questions to improve a project. Examples of projects are displayed in Procedure 5 (about websites and digital portfolios).

Look up “Big Picture Learning Dennis Littky YouTube” and you will find several videos to click on. (Do this in appreciation for the list of questions that follows. Let’s help spread the link to the YouTube channel of Big Picture Learning.)

Be nice and click on their website, **BigPicture.org**, give some social media clicks and subscribes, and perhaps look at some of the videos that are below.

The Learning Goals

Big Picture Learning Goals are tools for problem solving. The Learning Goals are a framework for looking at real-world concepts and abilities necessary to being a successful, well-rounded person. The Learning Goals are not content-oriented curricula, nor are they completely distinct categories. Good project work incorporates many overlapping elements of the Learning Goals.

1. *Empirical Reasoning*

How do I prove it?

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What *idea* do I want to test?
(essential question)
- What has other *research* shown?
- What is my *hypothesis*?
How can I *test* it?
- What *information* (data) do I need to collect?
- How will I *collect* the information?
- What will I use as a *control* in my research?
- How *good* is my information?
- What are the *results* of my research?
- What *error* do I have?
- What *conclusions* can I draw from my research?
- How will I *present* my results?

2. *Quantitative Reasoning*

How do I measure, compare or represent it?

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to *evaluate* my hypothesis?
- What *numerical* information can I collect about this?
- Can I *estimate* this quantity?
- How can I *represent* this information as a formula or diagram?
- How can I *interpret* this formula or graph?
- How can I *measure* its shape or structure?
- What *trends* do I see?
How does this *change* over time?
- What *predictions* can I make?
- Can I show a *correlation*?

3. **Communication**

How do I take in and express ideas?

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I *write* about it?
- What is the *main idea* I want to get across (thesis)?
- Who is my *audience*?
- What can I *read* about it?
- Who can I *listen* to about it?
- How can I *speak* about it?
- How can *technology* help me to express it?
- How can I express it *creatively*?
- How can I *express* it in another language?

4. **Social Reasoning**

What are other people's perspectives on this?

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities *view* this?
- How does this issue affect different *communities*?
- *Who cares* about this? To whom is it *important*?

- What do people *believe* about this?
- What *social systems* are in place around this?
- What are the *ethical questions* behind this?
- What do I *think* should be done about this?
- What can I *do*?

5. **Personal Qualities**

What do I bring to this process?

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I *demonstrate* respect?
- How can I *empathize* more with others?
- How can I strengthen my *health* and well-being?
- How can I communicate *honestly* about this?
- How can I be *responsible* for this?
- How can I *persevere* at this?
- How can I better *organize* my work?
- How can I better *manage my time*?
- How can I be more *self-aware*?
- How can I take on more of a *leadership* role?
- How can I work *cooperatively* with others?
- How can I *enhance my community* through this?

BPLiving.org gives teenagers an outline for learning skills.

As defined by the American College of Lifestyle Medicine, the six measures for managing their lifestyle choices, and proven preventative treatment for chronic disease are as follows:

Move: Increasing Physical Activity & Exercise

Nourish: Transitioning to a Healthy & Plant-based Diet

Social: Maintaining Healthy Relationships

Chill: Managing Stress

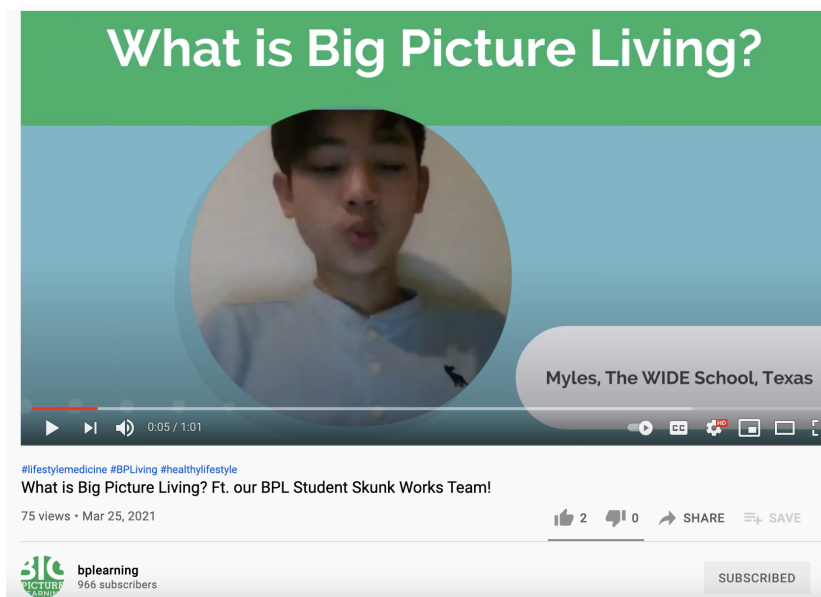
Caution: Avoiding Risky Substances & Behaviors

Recharge: Getting Enough Sleep

The **Big Picture Living** website, [BPLiving.org](https://www.bpliving.org), is the resource hub for students and advisors where you will find vetted resources from ACLM, student projects, and ways your advisory can get involved

This video shows how kids can gain these skills. Notice how young some of these kids are: They are in middle school. I wish I had these skills when I was 12 years old.

<https://www.youtube.com/watch?v=XO1ixihF0Hg&t=4s> www.TINYURL.com/bplivingYT



Big Picture Learning's mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning's (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all

students, especially under served urban students, and the expectation that these students can achieve success. (from the Youtube Channel)

Step 4: Don't focus on grades. Focus on Skills

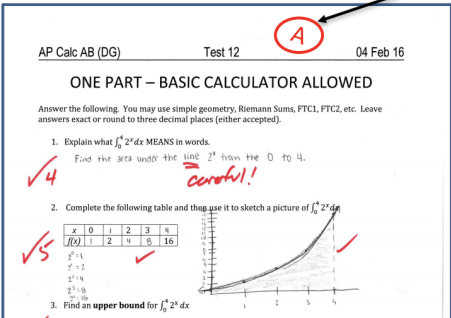
Use the list of skills that appears here www.TINYURL.com/aListofSkills

Dennis Littky points out in *The Big Picture: Education is Everyone's Business* (2004):

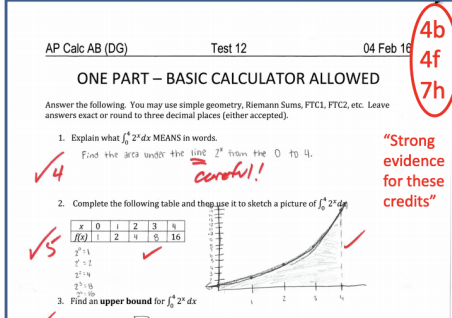
Grades are so meaningless. Say you've got a kid with a C+ average. What does that mean? Does it mean he's a D+ in science but a B+ in history? Does it mean he's a really bad mathematician but a great writer? Does it mean he can't read, but pays attention and doesn't disrupt the class? It's wild to me. Then you have schools that say, "Ooh, now we'll get a little more specific." So they give a kid a 91 rather than an A. But it's the same thing. You take an English paper and you break it up mathematically, with 80 points for content, 10 points for grammar, 10 points for thesis statement . . . and that's how you get the number. It's all false. Even a *good* grade doesn't necessarily mean anything. Seymour Sarason puts it this way, "Now look, just because a child has a normal body temperature that doesn't mean he's not sick."

Over 200 schools have decided to offer students the option to focus on skills instead of grades. Here's an example:

Traditional Transcript Path Grade



Mastery Transcript Path Tags



In his powerpoint lecture from 2017, Scott Looney quotes Alfie Kohn:

Quotes from **Degrading to De-grading**

High School Magazine, March 1999

Alfie Kohn

Grades tend to reduce students' interest in the learning itself.

(Beck et al., 1991; Milton et al., 1986; Benware and Deci, 1984; Butler, 1987; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Harter and Guzman, 1986; Hughes et al., 1985; Kage, 1991; Salili et al., 1976).

Grades tend to reduce students' preference for challenging tasks.

(Harter, 1978; Harter and Guzman, 1986; Kage, 1991; Milton et al., 1986)

Grades tend to reduce the quality of students' thinking.

(Butler, 1987; Butler, 1988; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Anderman and Johnston, 1998).

See the powerpoint

www.TINYURL.com/NoGradesScott

See the list of skills on the next three pages. Sit with your child and read through the list together.

Ask: ***“What skills do you want to develop? Put a check mark next to the skills that you want to develop.”***

Encourage your child to add more skills to the list. There are dozens of “lists of skills” that you can use.

You can print the list that follows and write in examples of work or videos that show that your child has shown some skills.

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
TinyURL.com/ShortListofSkills

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
TinyURL.com/ShortListofSkills

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

2. Communication— Oral and Written

	a. Understand and express ideas in two or more languages
	b. Communicate to diverse audiences
	c. Listen closely

3. Teamwork

	a. Start something
	c. Build trust, solve a conflict, and support others
	e. Teach and coach and give advice to others
	h. Cooperate with others. Manage groups

4 Digital and Quantitative Literacy

	a. Understand and apply digital technologies
	b. Create digital knowledge and media

5 Global View

	a. Open-minded about the traditions of others
	b. Connect with people globally: <i>penpalworld.com</i> , <i>BIBPenpals.wordpress.com</i> , <i>tomakefriends.com</i>
	c. Talk with people from other cultures and religions. Talk with respect.

7. Make honest decisions (choices)

	a. Keep a positive attitude
	b. Show moral courage; confront unjust situations
	c. Act responsibly to support the larger community

6 Adaptability, Initiative, and Risk-Taking

	a. Develop flexibility and adaptability
	b. Has courage in unfamiliar situations
	g. Start an online business (affiliate marketing) Develop a stream of passive income.

8 Habits of Mind

	a. Love of Learning/Curiosity
	b. <i>We believe in our ability to succeed</i>
	c. Time Management

More skills from MomJunction.com. Some of these skills are mentioned in this website
http://www.momjunction.com/articles/everyday-life-skills-your-teen-should-learn_0081859/#gref

	Skills to stay safe
	Cope with emotions
	Navigational skills: which way is north? How to read maps <div></div>
	Domestic skills
	Hygiene and personal health care

	Cooking skills
	Clothing skills
	Budgeting skills
	Cope with emotions

You can help spread the idea of "a focus on skills" instead of the current focus on grades and "grade point average" (GPA).

☐ Type in **TINYURL.com/NoGradesVideo**

☐ **Click LIKE,**

☐ **SUBSCRIBE and**

☐ **Share the link with a friend.**

Source: Mastery.org from Hawken School, Cleveland OH

Part of the Mastery Transcript Consortium

Note: This list of skills is developed from a list that was found on a press release that was distributed in May 2017.

Send comments to AFocusOnSkills@gmail.com

New School of North Virginia School has a list of skills, too:

Inward Looking Skill Categories

Self Awareness & Management
Problem Solving
Critical Thinking & Analysis

Outward Looking Skill Categories

Information Literacy
Communicating Meaning
Social & Global Responsibility <https://newschoolva.com/>

The purpose of this procedure is to FOCUS ON SKILLS, not on the grades.

How do students at “Mastery” schools show their work? They use a Mastery Transcript. See www.TINYURL.com/NoGradesVideo to learn more. *“MTC schools are creating a high school transcript that reflects the unique skills, strengths, and interests of each learner. Visit us at mastery.org.” (From the Mastery YouTube channel)*

Amin, Alexander H. (Alex) '15

Parents: Himanshu & Leslie Amin
Student Residence Address & Phone:
927251 Mera Rd.
Solon, OH 40158
(555) 555-5555

Date of Birth: 10/11/1996
Entered:
Today's Date: 1/16/2015
Status: Current Student
Sex: Male

Hawken School
CEEB Code: 361262
12456 County Line Road, P.O. Box 8002
Gates Mills, Ohio 44040-8002
(440) 423-2916, fax (440) 423-2994

Featured Credits:

- 7b Foster integrity, honesty, fairness and respect
- 3a Lead through influence
- 3b Coordinate tasks, manage groups, delegate responsibilities
- 3d Build trust and resolve conflicts
- 3g Implement decisions and meet goals
- 8e Persistence

Earned Credits:

- 1 Analytical and Creative Thinking
 - b. Detect bias, and distinguish between reliable and unsound information
 - e. Analyze and create ideas and knowledge
- 4 Digital and Quantitative Literacy:
 - a. Understand, use, and apply digital technologies
 - c. Use multimedia resources to communicate ideas effectively in a variety of forms
- b. Bring a sense of courage to unfamiliar situations
- d. Work effectively in a climate of ambiguity and changing priorities
- g. Develop entrepreneurial literacy

Imagine a Transcript

3,186 views • Feb 20, 2017

MTC Mastery Transcript Consortium
237 subscribers

<https://www.youtube.com/watch?v=AuXRBRpkBX0>

HOW TO USE THIS LIST OF SKILLS

What can parents do?

Sit with your child. Ask your child to collect and show you some school work.

Ask your child to talk about his/her school work. ***“What project or essay is your best work? How much effort did you put into that school work? What can you show me that you respect in your work?”***

(A math worksheet might be something that your child is proud of. A book report or a project might show more of his or her personality).

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
[TinyURL.com/ShortListofSkills](https://www.tinyurl.com/ShortListofSkills)

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

Then ask about each piece of school work.

Ask: ***“What skills did you develop with this essay (or project)?”***

“What part of the essay (or project) shows that you built those skills?”

What could you do more next time to build deeper skills or strengthen your skills?

Repeat the questions with the mentoring and intern projects. ***“What skills did you learn when you were an intern?”***

Step 5: Put these four steps onto websites to display work

Here's what students at 150 Private schools are doing:

They are putting their best work on websites (safely, without access to the public). The people authorized to see the sites are parents, the student, teachers and college admission officers.

www.TINYURL.com/ExampleDP Ben Staley's digital portfolio (website)

There are a LOT of projects and writing here. His work says, "This is the project that I did that got me an A." You can see that this kid has stamina and that he can communicate well.

EXAMPLES of Websites and School work from High Tech High School in California

If you were a college admissions officer, which would you want to read?

"My GPA is 3.95"

or...

"Here's an example of my writing."

What does a website look like when students show their work to the world?

Ben's Website starts like this

Ben Staley's

Digital Portfolio

[Home](#)[About Me:](#)[9th Grade](#)[10th Grade](#)[11th Grade](#)[Blog](#)[Honors](#)[Contact Me](#)

Book Reports

Semester 1 Book Reports

				
Book Report 1: <u>Fall of Five</u>	Honors Book Report 1: <u>The Night Thoreau Spent in Jail</u>	Book Report 2: <u>Catching Fire</u>	Honors Book Report 2: <u>The Catcher in the Rye</u>	Book Report 3: <u>Mocking Jay</u>
				Honors Book Report 3: <u>Of Mice and Men</u>



Family History Project


In this project, our class interviewed family members searching for a story. Once we decided on what to write about, we created descriptive writing pieces based on the information we got. We searched for family photos that related to the stories, and eventually published the photos and the stories in a book. Click the image or the title to find out more.

Family History Project

Project Description:

In this project, I went through many steps to figure out what story I was going to do. First, I interviewed my relatives, asking questions like, "What is your earliest childhood memory?" "What accomplishment are you most proud of?" I picked a bunch of experiences we learned about that could possibly be developed into a story. We did this by writing a paragraph or so about each of the ideas. Here are the ones that I did.

Seeds:

Time, Place, Story	Accompanying Picture
<p>Germany 1938-1945</p> <p>My grandmother's experience as a child in Germany was far from normal mainly because Hitler was in power. She was kept very sheltered by her family. They would turn off the radio when anything about Hitler was mentioned. Being a very strict Catholic, she was only allowed to have Catholic friends, so she never knew anyone who was taken away. Because she was completely sheltered from Hitler's "bad side," she thought he was a good person. All she knew was that Germany was going through one of its best time periods and Hitler was in power.</p>	 <p><i>A family reunion in Germany</i></p>

=====

What if your child created a website with perhaps three pieces of school work?

That's what Abel Thon did and he got four offers of scholarships (even though he had average SAT scores and a B average in classes).

His Intern page has an essay and a video showing what he learned as an intern at a physical therapy clinic. He wanted to become a therapist and the colleges clearly said, "Here's a kid that we want on our campus. He knows how to communicate, he used a tripod to make that video and he states what he wants to do clearly. He even did an internship."

Here are some screenshots of Abel's site



Biodiversity Project

During this project, we grabbed ARMS (Autonomous Reef Monitoring System) units that were located in the San Diego Bay, and La Jolla cove. We went out as a team and retrieved the ARMS. They were many different types of jobs during this such as the swimmers, kayakers and photographers. Afterwards we used a program called CPCe. It helped us determine each creature that we were dealing with. We labeled them on the program and it helped us see the percentage of all of the different creatures. Then in small groups we developed a question that we could research and answer.

My Internship at Catalyst Physical Therapy and Wellness



Since I was small I cared about health and being active which is why I'm so interested in a Physical Therapy internship. Being active and being able to move is a very important part of life and everyone should be able to move. Which is why I would want to devote my career into helping people with injuries and making them active and happy.

I interned at Catalyst Physical Therapy and wellness. Physical therapist here treat patients in whatever problems they have. If it's back, shoulder, leg or if their coming in just because of an injury they can be assisted. When patients first come in they get a free injury screen, which is basically an initial evaluation of the patient. They write a SOAP note which stands for Subjective, Objective, Assessment and Plan. The subjective is how the patient is feeling, the objective are the measurements, the assessment is what the physical therapist think of the patient and the plan is what they have to do to make the patient recover from their pain. I was able to shadow Physical therapist a lot during my month there and I got to see how SOAP notes went down and how the process happened. Another thing that I got the opportunity to do was helping patients with their exercises. I was able to learn a lot of these exercises and help other patients with them and be able to show them how to do them right.

For my project I created a commercial for my physical therapy clinic. Because there's so many different aspects in this clinic like personal training, yoga, acupuncture, physical therapy and massage therapy I was tasked to create a 2 minute project to be able to capture it all. To be able to capture footage I had to make a photo release form and give it to the people who were going to be in the video. After capturing footage I had to edit a lot of the footage because I was only using 5 second clips of each video I recorded.



Search



Commerical

66 views • Jun 25, 2016

4 0 SHARE SAVE ...



Abel Thon
7 subscribers

SUBSCRIBE



abelthonresume.docx
Download File

There is a link to Abel's resume. If you were a college admissions officer, would you click there? I would. I'm impressed by the clear writing and the confident style of his essay.

LINK www.TINYURL.com/AbelSite

How do students set up these great-looking websites with remarkable projects? The Free Website Project

Here's an example of a procedure, pulled from a talk by Larry Rosenstock (a leader at High Tech High Schools).

Many High Tech High School students (in California) hear the following words:
“Students should gain strong experience in and understanding of all aspects of an industry, including Finance, Planning, Management, Underlying principles of technology, Labor Issues, Community issues, Health and safety issues, and Environmental issues as they pertain to that industry.”

TINYURL.com/LarryHTH

For a 14-year-old student, this journey will probably take 4000 hours, divided over four years.

Here's a simple procedure, called **“Ask students to look at all aspects of an industry,”** and hundreds of students in California are doing this exercise, which can take two or three years of projects.

How can your child compete with this kind of deep school work? By copying their methods and by going beyond what the kids in California are doing.

Methods used in California (your child can copy these methods)

- Build deep projects. Take at least a month to work on one essay or slide show.
- Allow students time to go back and improve on the projects
- Show students examples of what other students have done and that can motivate your student to meet that standard (or exceed it)
- Put the projects on a free private website (only parents and teachers can see the site). At the right time, the student can send the link to college admission officers.

How to go farther (your child can improve on what Ben and Abel did)

- Many websites made by students have little “reflection” - the student did a book review, **but what did the student learn about the process?** What were the struggles? How did the student look back and say, “I made some mistakes that I won’t make again.”...and the student can describe the mistakes.
- Many websites by students do not have videos with the voice of the students. College admission officers are like real people. We all want to hear that voice, to judge a person by their talking. What if your child practices speaking by pointing the camera at the poster or essay or powerpoint and talks. EXAMPLE: **“This is what I learned about myself. I made a lot of assumptions and that project showed me that I need to spend more time prepping before I just jump in. I can say that this project was a turning point and I asked my professor if I could go back and improve the presentation. That’s the kind of**

high standard that I want to set for myself in the future.” Whoa! I would want that student to be on my campus.

This book is my attempt to share what I've learned from kids in California and from studying the process of making high school PERSONAL for every student. It's called “**Personalizing the instruction.**”

Summary

1. The traditional high school transcript is a focus on grades.
2. A new high school transcript will focus on skills.
3. The new transcript will be a list of skills, like a list of badges for Boy Scouts.
4. Students at 150 private schools are using this new procedure.
5. The students show their skills with PROJECTS (not worksheets or multiple choice tests)
6. The students are putting their school work on websites SAFELY and PRIVATELY (the teacher or the parents have the password for administering the website, so that students can't share any pages until the teachers and parents agree that it's time for the college admissions officers to see the work.)

Call me if you have questions (954-646-8246). I show teachers, parents and students how to support their websites with USEFUL projects and how to find the ENERGY and FOCUS to build the projects. Fighting negative thoughts is part of the process and I hope you will take the time to go through the Seven Lessons by Hal Urban.

www.TINYURL.com/7LessonsHalUrban.

Please let me know what part was important to you so that I can make a shorter presentation to the next group of parents.

A Free Website Could Get Your Teen into a Better College

You know that your child is more than a Grade Point Average and a score on the SAT or ACT. What does “3.5 GPA” or “24 ACT” say about your child’s curiosity or enthusiasm or ability to communicate? What if people could see the best work of your child? Anybody can see the school work that earned the students a “B” or an “A.” **Would you like your children to show their best work on a website?**

Tony Wagner of Harvard University says that the cheapest way for schools to help students is: **Set up digital portfolios.** Wagner says, “The world doesn’t care about your test scores. **What the world cares about is what you can do with what you know.**” Portfolios show what you have done.

A guidance counselor in Michigan writes in a blog: ***I could see high school students creating digital portfolios throughout high school and then finishing with a cumulative assessment at the end of their senior year. These are sometimes referred to as a Senior Capstone e-Portfolio. By providing students with a way to showcase work they will have a clearer vision as a learner, find pride in their work, and share with possible colleges or employers.*** (C. M. Lindberg).



A student at High Tech High shows his portfolio of academic work.

Free Website Project

TinyURL.com/exampleDP

I’ve been using the Internet for the past two years at SunEd High School in Margate, Florida, to showcase the academic work of some of my students. I have placed short videos of my students explaining their projects. Some students have published short books using Createspace to sell on Amazon. When I heard about the “Digital Portfolios” of High Tech High, it clicked for me. “Now the videos, essays and photos can be in one place -- on a free website.”

Four key principles

1. **The students keep “their observations” on a separate blog.** Experiments with humor and satire are placed on independent blogs. Famous authors sometimes use second names. Pseudonyms (pen names) are suggested.
2. **Students control the content of their websites.**
3. The School chooses whether or not to link the student’s site to the “**List of Websites Made by Our Students**” that is hosted on the School website.
4. **Students put POSITIVE INFORMATION on their portfolio** that shows work that the students created for school.



Instagram and Facebook? Sure!

I tell my students, “*You have spent hours collecting photos and writing about things that interest you. Colleges and universities will want to see that information.*” The free website can collect essays and photos that show the spirit of your child. If your child keeps only

positive images on his social media, then you might have a way to distinguish your child from dozens of other applicants.

Here's what parents can say to guide their teenagers: "Instagram is a digital portfolio of images that are important to you. Your Instagram account and the photos on your Facebook *'like list'* tell others that you believe that these images are important."

Share your experiences

Students can post "how to" videos on a YouTube channel to show how they can serve. Try an "expedition" on Google's Cultural Institute. Give a tour of their volunteer work (at an animal rescue center).

Fig. 3: A brief introduction of each project will tell the viewer about your interests and why this project was meaningful.

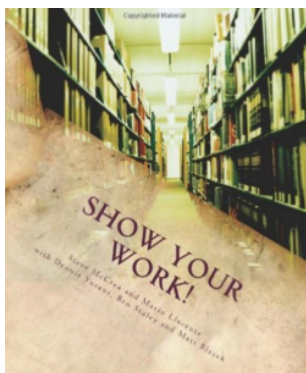
Free Video

Get started: Go into your Gmail account, then go to **Sites.Google.com**. For more information about the Free Website Project and how you and your child can get the free training, call (954) 646 8246 and find out where the next free workshop will happen near you. A free video is available at **TinyURL.com/abcfreeworkshop**

Add projects with these free ebooks

[1] Look at other digital portfolios to get ideas. Here are links to websites at High Tech High School: tinyURL.com/HTHdps tiny.cc/AbelSite tinyURL.com/exampleDP

[2] **Free Ebooks:** When you start building a digital portfolio, you might want to add some projects. To find interesting projects, look at Matt Blazek's free ebook tinyURL.com/blazekprojects **Free Ebook** tinyURL.com/SunExplore tinyURL.com/mattblazek **video about projects**



[3] **Show Your Work:** I have learned the High Tech High school method of building DIGITAL PORTFOLIOS using Google Sites.

TinyURL.com/ShowYourWork1: I recommend this system for engaging the attention of students. They can build free websites and attract attention to subjects that matter to them.

Make learning fun and engage the curiosity of students. "Make the work authentic"-- Jeff Robin, High Tech High tinyurl.com/sunportfolios4 Letter to Directors of schools about "digital portfolios" Facebook: tinyurl.com/fbfreewebsite

tinyurl.com/projectsandportfolios **links to free ebooks**

tinyurl.com/howtoDP A blog post from a school in New Jersey



45 Phrases for the 5 Steps www.TINYURL.com/45phrases5

Close the door quietly please	Cierra la puerta en silencio por favor
Did you wash your hands?	¿Te lavaste las manos?
Here's a paper towel. Clean up that spill.	Aquí tienes una toalla de papel. Limpia ese derrame.
Please sweep the floor	Por favor barre el piso
Dry the dishes	Seca los platos
It's your turn to put away the dishes	Es tu turno de guardar los platos
<i>How did you sleep?</i>	¿Cómo has dormido?
<i>It's garbage day</i>	Es el día de la basura
<i>Clean your room</i>	Limpia tu habitación
Can you help me with this?	¿Me puede ayudar con esto?
Put on a different shirt	Ponte una camisa diferente
Turn off the light when you leave the room. Money doesn't grow on trees.	Apague la luz cuando salga de la habitación. El dinero no crece en los árboles.
You need to clean your shoes before you go out.	Necesitas limpiar tus zapatos antes de salir.
Remember to use soap	Recuerda usar jabón
Please take out the trash	Por favor saca la basura
Take a shower before you go to bed.	Tome una ducha antes de irse a la cama.
Remember to wash behind your ears	Recuerde lavarse detrás de las orejas
Throw that away	Tira eso

Pick that up	Recoge eso
Hang up your shirt	Cuelga tu camisa
Fold your clothes	Dobla tu ropa
Put away your things	Guarda tus cosas
A place for everything and everything in its place	Un lugar para cada cosa y cada cosa en su lugar
Turn off the computer	Apaga la computadora
Put on your shoes	Ponte los zapatos
It's dinnertime.	Es la hora de cenar.
Please pass the salt.	Por favor, pásame la sal.
Elbows off the table.	Codos fuera de la mesa.
Sit up straight.	Sientate derecho.
Please set the table.	Pon la mesa.
Please help me.	Por favor, ayúdame.
Put away the dishes.	Guarda los platos.
Don't chew with your mouth open.	No mastique con la boca abierta.
Close your mouth when you are chewing	Cierre la boca cuando esté masticando.
Wash your hands	Lava tus manos
I dropped my fork. Can you get me another one?	Dejé caer mi tenedor. ¿Puedes conseguirme otro?
I need a napkin	Necesito una servilleta
Can I give you more?	¿Puedo darte más?
Can you bring me the milk please?	¿Me puedes traer la leche por favor?

Do you want more?	¿Quieres mas?
What happened?	¿Sigues con hambre?
Are you still hungry?	¿Qué sucedió?
Is something wrong?	¿Hay algo mal?
Are you ready?	¿Estás listo?
I'm ready	Estoy listo
Stop doing that!	¡Para de hacer eso!
Stop doing that right now!	¡Deja de hacer eso ahora mismo!
Sneeze into your elbow.	Estornuda en tu codo.
Ask Your Dad	Pregúntale a tu papá
No Dessert Unless You Finish Your Dinner	Ningún postre a menos que termine su cena
You'll poke someone's eye out with that.	Le sacarás el ojo a alguien con eso.
Don't run with scissors	No corras con tijeras
Don't Sit That Close To The TV	No te sientes tan cerca de la televisión
Hold up your mobile phone when you look at it.	Sostenga su teléfono móvil cuando lo mire.
Sweet dreams	Dulces sueños
It's bedtime.	Es la hora de dormir.
It's time to go to bed	Es hora de ir a la cama
Turn off the light. It's time to go to sleep.	Apague la luz. Es hora de irse a dormir.

No more TV. It's bedtime.	No más televisión. Es la hora de dormir.
Charge your mobile phone in the living room.	Cargue su teléfono móvil en la sala de estar.
You are not sleeping with your phone.	No estás durmiendo con tu teléfono.
Get well soon	Mejorate pronto
Go back to sleep	Vuelve a dormir
You need at least 8 hours of sleep	Necesitas al menos 8 horas de sueño.
Take care of yourself	Cuídate
Congratulations	Felicidades
Drive safely / Take care of yourself when you drive	Conduce con seguridad ... cuidate quando tu conduces
Happy birthday!	¡Feliz cumpleaños!
Well done!	¡Bien hecho!
Good luck!	¡Buena suerte!
Awesome	Impresionante

Go ahead... add more phrases

Put these sheets in the kitchen, such as over the sink and on the refrigerator. Then two people can read from each page.

Help us, parents: You are our only hope.




You don't need to keep reading. If you focus on the five procedures, your child will be able to compete with students in California who use digital portfolios to display fabulous deep projects.

If you want to change your school, ask ten questions. If enough parents ask these questions, you will start a movement, a revolution, a transformation of schools.

Elliot Washor and Chalres Mojowski put these questions into a video and into a \$20 book. Most teachers have not seen the video or the book.


<https://tinyurl.com/leavingtolearn>



10 Expectations

187,226 views • May 12, 2013

835 31 SHARE SAVE ...

 Leaving ToLearn
697 subscribers

SUBSCRIBED

www.TINYURL.com/10ExpectationsSpanish with some questions translated also in Spanish (so we can practice another language... see Procedure 2).

These ten **"Questions that Parents Can Ask"** come from a promotional video that supports **Leaving to Learn**, a book by **Elliot Washor** and Charles Wojkowski.

Relationships

Am I just another face in the classroom? or do my teachers know about me and my interests and talents? **Do the teachers help me form relationships with peers and adults who might serve as models and coaches?**



Relevance

Is the work just a series of hoops to jump? Or is the work relevant to my interests? **Do my teachers help me understand how my learning contributes to my community?**

Time

Am I expected to learn at a pace decided by my teacher or can I learn at my own pace?

Is there time for learning to be deep as well as broad?

Timing

Do all students have to learn things in the same sequence **or can I learn in an order that fits my**

learning style or interests?

Play

Is there always pressure to perform? **Or do I have opportunities to explore? Make mistakes and learn from them? Do I have opportunities to tinker and make guesses?**

Practice

Do we learn something and then immediately move on to the next skill? **Or can we engage in deep and sustained practice of the skills that we need to learn?**

Choice

Am I following the same path as every student? **Or do I have real choices about what, how and when I will learn and demonstrate my abilities?**

Authenticity

Is my work just a series of worksheets? **Or is the learning and work I do considered significant outside of school, by experts, family and employers?**

Does the community recognize the value of my work?

Challenge

Is the school work just about completing assignments? **Or do I feel challenged? Am I addressing high and meaningful standards?**

Application

Is my learning all theoretical? **Or do I have opportunities to apply what I'm learning in real world settings?**

Do my teachers help me form relationships with peers and adults who might serve as models and coaches?



Does the classwork relate to my interests?

These questions come from LeavingToLearn.org

If you want more to do, go to the larger book called "For Parents who Have Time to Read" ... If you got this far, you clearly like to read, so go to www.TINYURL.com/Parentsliketoread

You can get the free ebook called **Personal History Workbook** here at www.TinyURL.com/PersonalHistoryebook

See a video to explain the process at www.TinyURL.com/PersonalHistoryWorkbook

Just the links

The 200-page expansion of this text)
www.TINYURL.com/Parentsliketoread

Tinyurl.com/NoGradesVideo. The focus on skills. Why not subscribe to that channel?

Get the free seven lessons by Hal Urban: Build a positive outlook
www.TINYURL.com/7LessonsHalUrban

Daniel Amen's "talk back to ANTS" (automatic negative thoughts)
www.TINYURL.com/sunants

Negative thoughts create chemicals that cause people to feel depressed.
Students who are depressed or angry or upset or irritated do not learn as well or as much as students who have a positive mental attitude (PMA).

<https://www.youtube.com/watch?v=W-sMA6WUA2k>

<https://www.youtube.com/watch?v=WJvbc0yAE0&t=380s>

You can search "Hal Urban Character Lessons from Classroom"

Or you can type www.TINYURL.com/HalUrbanCharacter

<https://www.leadwithlanguages.org/why-learn-languages/early-childhood-elementary>

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

www.TINYURL.com/45phraseskills to get the list of phrases to use in your home.

See more at www.TINYURL.com/BPLintern to learn about internships.

<https://www.youtube.com/watch?v=pNqIkWYShPY>

The video shows an intern at an animal clinic.

You can download a free ebook with examples of projects from

www.TINYURL.com/blazekProjects

Here's an example of a school in California that asks students to work in a volunteer way (intern) and learn from a mentor.

<https://www.youtube.com/watch?v=K60rohRF3V4>

The video shows a teenager who talks about skills learned at Big Picture Living...

<https://www.youtube.com/watch?v=O4sqM0MNVDQ> or the short link

www.TINYURL.com/bpliving

Say this: **“Let’s Build Projects to Show What You Learned”**

www.TINYURL.com/BPLQuestions is a good start for asking questions to improve a project. Examples of projects are displayed in Procedure 5 (about websites and digital portfolios).

Be nice and click on their website, **BigPicture.org**, and give some social media clicks and subscribes.

<https://www.youtube.com/watch?v=XO1ixihF0Hg&t=4s> www.TINYURL.com/bplivingYT

The Youtube Channel for BPLiving.

Use the list of skills that appears here www.TINYURL.com/aListofSkills

See the powerpoint about skills. www.TINYURL.com/NoGradesScott

New School of North Virginia School has a list of skills:

Inward Looking Skill Categories

Self Awareness & Management

Problem Solving

Critical Thinking & Analysis

Outward Looking Skill Categories

Information Literacy

Communicating Meaning

Social & Global Responsibility <https://newschoolva.com/>

How do students at “Mastery” schools show their work? They use a Mastery Transcript. See www.TINYURL.com/NoGradesVideo to learn more.

www.TINYURL.com/ExampleDP Ben Staley’s digital portfolio (website)
There are a LOT of projects and writing here. His work says, “This is the project that I did that got me an A.” You can see that this kid has stamina and that he can communicate well.

Abel’s site: www.TINYURL.com/abelsite

www.TINYURL.com/LarryHTH The goals of High tech High schools.

Help us, parents: You are our only hope.

<https://tinyurl.com/leavingtolearn>

www.TINYURL.com/10ExpectationsSpanish with some questions translated also in Spanish

If you want more to do, go to the larger book called “For Parents who Have Time to Read” ... If you got this far, you clearly like to read, so go to

www.TINYURL.com/Parentsliketoread

You can get the free ebook called Personal history Workbook here at

www.TinyURL.com/PersonalHistoryebook

See a video to explain the process at www.TinyURL.com/PersonalHistoryWorkbook (free).

Second copy (tear this out and give it to a principal)

Five Things to Do To Help Your Child Compete with Students in California, Europe and Asia

A short letter to parents who don't have much time to read.

By Alguns P. Curiosos

(if you have time to read, there is a 200-page expansion of this text) www.TINYURL.com/Parentsliketoread

Copyright 2021 by Alguns Pessoas Curiosos
Published independently (yes, this book is self-published)
Get a sharp knife ready: We want you to tear apart this book and
hang posters on your walls.



Go ahead, join us, a team of teachers,
as we look into the future.

This book invites you to join thousands
of parents who have learned about the
new “focus on skills.”

To prove that the student has a skill, the
student uploads examples of work
(projects) that demonstrate the skill.

The student makes a video to explain
the important aspects of the project, the
struggles that took place, how
the project enhanced and
developed several skills.

Dig in. Go deeper. Then share
the sheets at the end of the
book. Rip the pages out. The
book repeats much of the
content, so you can pass
these sheets to parents at the
next PTA meeting. Give these
sheets to your child’s teachers
and principal. Each two-sided
sheet gives some of the links
that you experience in this
book..

Since people often respond
well to images, there are

several images
and posters
scattered through the book that might
appear to have no relationship to the
content of that page..these extra images
are taken from National History Day
projects. To get started, watch the video
located at. **Tinyurl.com/NoGradesVideo**.
Why not subscribe to that channel?



Imagine a Transcript

3,159 views • Feb 20, 2017



SHARE

SAVE

...



Mastery Transcript Consortium
227 subscribers

SUBSCRIBE

This is a letter to parents who don't have time to read.

The idea is to give you one minute per topic so that you get an overview...and you can dig deeper if you are interested. Here are the five things to do:

Procedure 1 Build a positive attitude (in you and your child)

Procedure 2: Build foreign languages in your child's head

Procedure 3: Mentors and Internships

Procedure 4: Put these three steps into websites to display work

Procedure 5: Don't focus on grades. Focus on Skills

Help us, parents: You are our only hope.



Five Steps

to help your child compete with
students in California

A video for parents



Step 1: Build
a positive
attitude in
your child

Look for Hal
Urban



www.TINYURL.com/7LessonsHalUrban

Step 2: More languages

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.

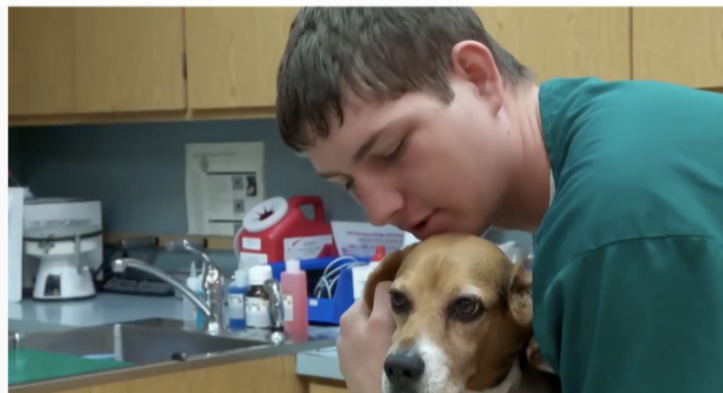


<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

Step 3: Mentors and Internships

***A student visits
an animal clinic
as part of
school***



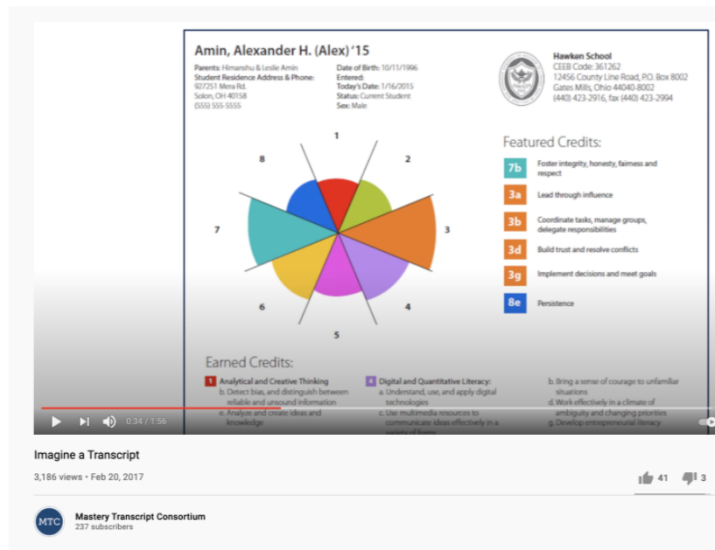
Mentoring Through Internships

1,074 views • Mar 18, 2015

6 0 SHARE SAVE ...

See www.TINYURL.com/BPLintern

Step 4:
Don't
focus on
grades.
Focus on
Skills



See www.TINYURL.com/NoGradesVideo

Step 5: Put these four steps into
websites to display work

**Students in
California put
their school
work on
websites**

Ben's Website starts like this



www.TinyURL.com/ExampleDP

Step 1: Build a positive attitude

Get the free seven lessons by Hal Urban

www.TINYURL.com/7LessonsHalUrban

Daniel Amen's "talk back to ANTS" (automatic negative thoughts)

www.TINYURL.com/sunants

Negative thoughts create chemicals that cause people to feel depressed.

Students who are depressed or angry or upset or irritated do not learn as well or as much as students who have a positive mental attitude (PMA).

<https://www.youtube.com/watch?v=W-sMA6WUA2k>



Kill the ANTS

10,403 views • Feb 12, 2015

187 3 SHARE SAVE

Hal Urban

This teacher spent 38 years in high school classrooms and developed a system to promote positive attitudes in teenagers. Your child might not have teachers like Hal, but at least you can use his methods to promote a positive atmosphere in your home.

<https://www.youtube.com/watch?v=WJvbco0yAE0&t=380s>

You can search "Hal Urban Character Lessons from Classroom"

Or you can type www.TINYURL.com/HalUrbanCharacter



Cut out the next few pages and put the posters on walls in your home. Some of the posters have another poster printed on the other side of the sheet. Every two or three weeks, flip those sheets and promote the next message.

**Screen Out
the Trash**
Avoid people
who complain
Click carefully
*Words, videos and images
affect the way we think and
the way we talk.*

The words on this page come from Positive Words, Powerful Results by Hal Urban. Learn more at www.HALURBAN.com



Use a sharp knife or scissors: We want you to tear apart this book and hang these posters on your walls.

What are we celebrating today?

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com

**“You are what you are
because of what goes
into your mind.”**

Zig Ziglar

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

**What kinds of
words are going
into our minds?**

**What kinds of
words are coming
out of our mouths?**

**Every word that
we speak is
a chance to change
what is bad
into
something good.**

Walter Mosley

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

**The greatest
weapon against
stress is our
ability to choose
one thought over
another.**

- William James

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

The Thoughtful Thirty

31. Give encouragement.
32. Express thanks.
33. Acknowledge others.
34. Extend greetings.
35. Give a compliment.
36. Congratulate someone.
37. Teach, give instructions in a gentle way.
38. Offer words of comfort.
39. Inspire others.
40. Celebrate and cheer.
41. Inquire, express interest.
42. Mend relationships.
43. Make others laugh.
44. Show faith and trust.
45. Share good news.
46. Praise, honor, build up.
47. Express caring.
48. Show understanding and empathy.
49. Give approval.
50. Extend an invitation.
51. Show courtesy and respect.
52. Give advice and counsel.
53. Apologize.
54. Forgive.
55. Offer to help.
56. Tell the truth.
57. Point out the good.
58. Use terms of affection.
59. Provide valuable information.
60. Communicate love.

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com

The ebook is called “the No Poison Pledge” ebook because Hal Urban created a pledge for each student to take. Here is the pledge:

The “No Poison” Pledge

I’m aware that many words act like toxins.
They poison the atmosphere.
I’ll do my best to avoid using any of the
Dirty Thirty while in our home.

I’m aware that other words act like
nutrients.
Positive words nourish the atmosphere.
I’ll do my best to use words from the
Thoughtful Thirty while in our home.

Name _____ Signature _____

Name _____ Signature _____

Name _____ Signature _____

The “No Poison” Pledge is on page 104 of *LESSONS FROM THE CLASSROOM: 20 THINGS GOOD TEACHERS DO*. Learn more at www.HALURBAN.com

Parents: You can sign this poster, then ask your child to sign the pledge.

Circle each thing that you do **NOT** want to hear.

The Dirty Thirty

- | | |
|-------------------------|-------------------------|
| 31. Bragging | 48. Sexist comments |
| 32. Swearing | 49. Age-related |
| 33. Gossip | put-downs |
| 34. Angry words | 50. Pointing out what's |
| 35. Lies | wrong |
| 36. Hurtful words | 51. Threats |
| 37. Judging others | 52. Arguing |
| 38. Playing "poor me" | 53. Interrupting |
| 39. Making | 54. Always topping |
| discouraging remarks | someone else's story |
| 40. Embarrassing | 55. Being a know-it-all |
| people | 56. False flattery |
| 41. Excessive criticism | 57. Yelling |
| 42. Complaining | 58. Talking down to |
| 43. Rude language | people |
| 44. Teasing | 59. Exaggerating |
| 45. Manipulation | 60. Blaming and |
| 46. Phony comments | accusing others |
| 47. Ethnic/racial slurs | |

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com Get the free ebook of posters at www.TINYURL.com/NoPoison100

Step 2: Build foreign languages in your kid's head

<https://www.leadwithlanguages.org/why-learn-languages/early-childhood-elementary>

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

That's nice...but how? Most families in the USA live in

Some suggestions:

Watch the same movie with subtitles in the target language. I know someone who watched *Free Willy* more than 200 times as a teenager and she became fluent in English.

Whatever it takes, get the vocabulary into your child's head before age 7.

Here is an article that gives you some tips:

What You Can Do as a Parent in a Monolingual Home

Monolingual parents can teach their young children foreign languages with these tips.

1. Have your child spend time with a native speaker.

In a study by Patricia Kuhl called "[Foreign-Language Experience in Infancy: Effects of Short-Term Exposure and Social Interaction on Phonetic Learning](#)," nine-month-old children were first exposed to Mandarin in different forms: via audio clips, videos, and interactions with native speakers. The researchers found that within 12 sessions (totaling five hours), the children exposed to Mandarin through social interactions had the same level of phonetic recognition of Mandarin sounds as infants who had been raised in Taiwan their entire lives. Meanwhile, the infants who had only been exposed to the language through audio or video did not make significant language gains. The researchers concluded that talking face-to-face with another person catches the attention of the children in a way that audio recordings and DVDs do not.

2. Find videos and music in another language.

You can use sounds and images to expose your child to foreign languages. For instance, the [Transparent Language blog](#) suggests finding music in a foreign language that both you and your child can enjoy together.

3. Use kid-friendly language-learning software.

There are dozens of programs out there that help young learners immerse themselves in another language. [SheKnows](#), for example, offers lessons in Spanish, French, Arabic, and Japanese, among others. Other options that parents can look into are [Little Pim](#) and [Gus on the Go](#).

4. Find extracurricular activities in a foreign language.

This list from [Mommy Poppins](#) features dozens of programs that use music and dance to teach children Spanish.

5. Learn the language together.

If you have the time, you can learn with your child. Programs like [Duolingo](#) or [Rosetta Stone](#) can help you gain another language and then you can teach what you learned to your child. The key is to have fun.

6. Google Translate

Put sheets on the wall that show common phrases that you often use around the house. Type the typical phrases that you use around the house (Come here, Don't do that, Wash your hands). Put that list through Google Translate, print the list and put the list in easy-to-see locations around your home. Some suggestions follow.

This information came from these two websites

<http://mommypoppins.com/kids/spanish-classes-nyc-kids-lessons-speaking-spanish>

<https://www.noodle.com/articles/5-ways-to-teach-your-kid-a-second-language-at-home>

See the APPENDIX: There are 45 phrases in Spanish. You can substitute translations in other languages. Choose the language that you will target in your home.

- Highlight the list of phrases
- Place the list in Google Translate
- Select the language
- Copy the list of phrases in the target language
- Paste the list into a word document
- Make a list with two columns
- Put the list around your home

You can add to the list some phrases that you often use. I like the phrase, “Oh, no. Another cat escaped” and “Can you help me catch Ricardinho?” (one of the cats that we foster at the Cat Rescue Center). See more at www.AnimalsComeFirst.org.

Here are quotes to show a teacher who might turn into a flexible person...

“If you are a teacher in a classroom with 25 students, you are the educational system for those children.”

“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

“Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.”

“We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process; it's an organic process. And you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which they will begin to flourish.”

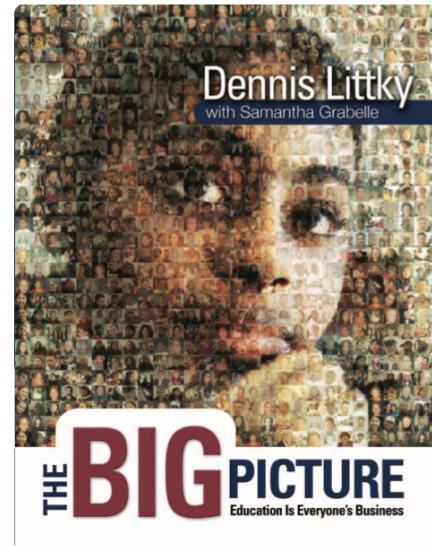
“Personalization means teachers taking account of these differences in how they teach different students. It also means allowing for flexibility within the curriculum so that in addition to what all students need to learn in common, there are opportunities for them to pursue their individual interests and strengths as well.”

Step 3: Mentors and Internships

You can read below about how mentors help students at Big Picture Learning schools learn about themselves and “*what I might do when I get out of high school.*” ***This tip is targeted at teenagers.*** However, all kids over the age of eight are in the state of “Industry” (described by Eric Erickson). Give kids the opportunity to watch adults do things. ***You can be a mentor when you show your child how to use a screwdriver.***

Why *not* take the time to find people in the community who have the same interests as our kids and get the kids working with them? Even more beautiful when the kids find internship mentors on their own while pursuing some interest during their free time. [An internship] shows kids in the clearest way that their “real life” and their “school life” are part of the *same* life. -- *Dennis Littky*

See more at www.TINYURL.com/BPLintern



is

WHAT CAN PARENTS DO?

The first key is to help your child find opportunities to watch someone do something. You can call it “job shadowing” or “learning from a mentor.” Arrange for your child to spend time watching someone who is good at something. This time could be as formal as an internship or as casual as watching someone on a video on YouTube make something.

The second key is to look at each internship or mentoring as a project. Ask your child to emerge from the internship with something (a video, a collection of photos, an essay) to show what was learned. A helpful list of questions (to guide how to write the project) is below (from Big Picture Learning).

<https://www.youtube.com/watch?v=pNglkWYShPY>

The video shows an intern at an animal clinic.

You can download a free ebook with examples of projects from www.TINYURL.com/blazekProjects

Here’s an example of a school in California that asks students to work in a volunteer way (intern) and learn from a mentor.

<https://www.youtube.com/watch?v=K60rohRF3V4>



Mentoring Through Internships

1,074 views • Mar 18, 2015

6 0 SHARE SAVE ...



bplearning
957 subscribers

SUBSCRIBE

Partial transcript: It's important to give kids a foundation for the rest of their lives in an area that pushes them to try harder and do more.

Intern (Nathan): I had an internship before I came to the animal clinic and I got a part time job out of it. That's what I want to do here at the clinic. I worked with real clients. This internship is giving me opportunities what I feel I can do, so I can learn.

Intern (Diana): My mentor didn't baby me. He told me to look up some videos and then go for it. The internship opened my eyes.

Mentor: A lot of times I will increase the responsibility as I see the teenager really fulfilling the duties of the job. By the end of the internship, I have almost a peer working relationship with the teenager. I feel like I've helped the student come out of her shell.

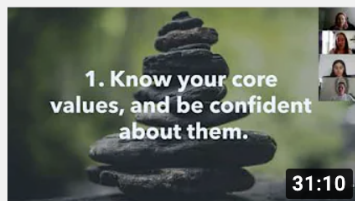


President Obama praises the Met and BPL

4,578 views • Mar 4, 2010

23 2 TV

Big Picture Learning's mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning's (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all students, especially under served urban students, and the expectation that these students can achieve success.



Big Picture Living | Hannah from Gibson EK High Scho...

5 views • 1 week ago



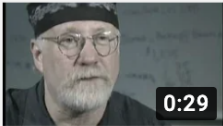

This procedure of “asking teenagers to spend time watching adults work” (internships) is used at Big Picture Learning Schools.

Here’s a video on the Big Picture Learning Youtube channel that could use some views.

The video shows a teenager who talks about skills learned at Big Picture Living...

<https://www.youtube.com/watch?v=O4sqM0MNVDQ> or the short link www.TINYURL.com/bpliving

These videos describe how a school can be organized to help kids develop skills.

1		Dennis Littky on the growth and expansion of Big Picture Learning bplearning 1:17
2		Dennis Littky on reflection, experimentation, and getting better bplearning 0:51
3		Dennis Littky talks about the the Big Picture Learning design bplearning 0:29
4		A Look at the Met School in Providence bplearning 2:48

Say this: **“Let’s Build Projects to Show What You Learned”**

www.TINYURL.com/BPLQuestions is a good start for asking questions to improve a project. Examples of projects are displayed in Procedure 5 (about websites and digital portfolios).

Look up “Big Picture Learning Dennis Littky YouTube” and you will find several videos to click on. (Do this in appreciation for the list of questions that follows. Let’s help spread the link to the YouTube channel of Big Picture Learning.)

Be nice and click on their website, **BigPicture.org**, give some social media clicks and subscribes, and perhaps look at some of the videos that are below.

The Learning Goals

Big Picture Learning Goals are tools for problem solving. The Learning Goals are a framework for looking at real-world concepts and abilities necessary to being a successful, well-rounded person. The Learning Goals are not content-oriented curricula, nor are they completely distinct categories. Good project work incorporates many overlapping elements of the Learning Goals.

1. *Empirical Reasoning*

How do I prove it?

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What *idea* do I want to test?
(essential question)
- What has other *research* shown?
- What is my *hypothesis*?
How can I *test* it?
- What *information* (data) do I need to collect?
- How will I *collect* the information?
- What will I use as a *control* in my research?
- How *good* is my information?
- What are the *results* of my research?
- What *error* do I have?
- What *conclusions* can I draw from my research?
- How will I *present* my results?

2. *Quantitative Reasoning*

How do I measure, compare or represent it?

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to *evaluate* my hypothesis?
- What *numerical* information can I collect about this?
- Can I *estimate* this quantity?
- How can I *represent* this information as a formula or diagram?
- How can I *interpret* this formula or graph?
- How can I *measure* its shape or structure?
- What *trends* do I see?
How does this *change* over time?
- What *predictions* can I make?
- Can I show a *correlation*?

3. **Communication**

How do I take in and express ideas?

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I *write* about it?
- What is the *main idea* I want to get across (thesis)?
- Who is my *audience*?
- What can I *read* about it?
- Who can I *listen* to about it?
- How can I *speak* about it?
- How can *technology* help me to express it?
- How can I express it *creatively*?
- How can I *express* it in another language?

4. **Social Reasoning**

What are other people's perspectives on this?

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities *view* this?
- How does this issue affect different *communities*?
- *Who cares* about this? To whom is it *important*?

- What do people *believe* about this?
- What *social systems* are in place around this?
- What are the *ethical questions* behind this?
- What do I *think* should be done about this?
- What can I *do*?

5. **Personal Qualities**

What do I bring to this process?

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I *demonstrate* respect?
- How can I *empathize* more with others?
- How can I strengthen my *health* and well-being?
- How can I communicate *honestly* about this?
- How can I be *responsible* for this?
- How can I *persevere* at this?
- How can I better *organize* my work?
- How can I better *manage my time*?
- How can I be more *self-aware*?
- How can I take on more of a *leadership* role?
- How can I work *cooperatively* with others?
- How can I *enhance my community* through this?

BPLiving.org gives teenagers an outline for learning skills.

As defined by the American College of Lifestyle Medicine, the six measures for managing their lifestyle choices, and proven preventative treatment for chronic disease are as follows:

Move: Increasing Physical Activity & Exercise

Nourish: Transitioning to a Healthy & Plant-based Diet

Social: Maintaining Healthy Relationships

Chill: Managing Stress

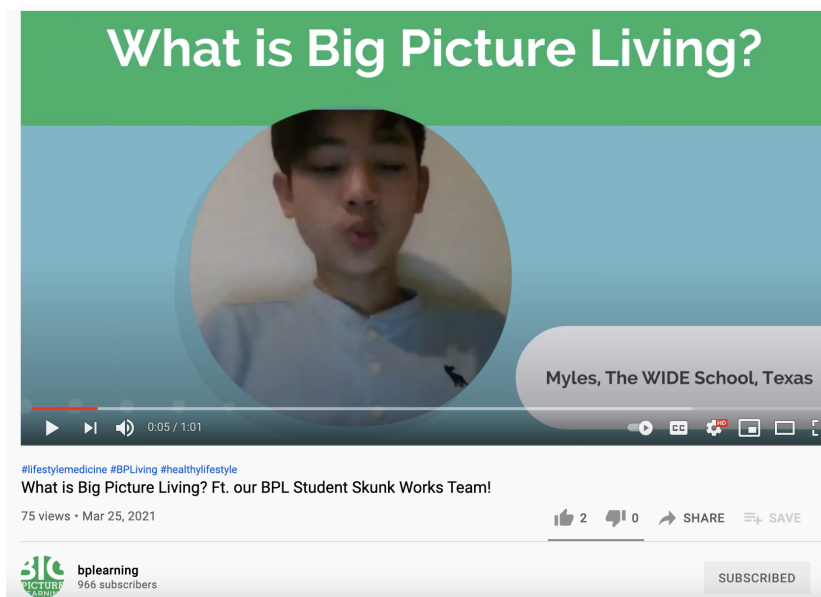
Caution: Avoiding Risky Substances & Behaviors

Recharge: Getting Enough Sleep

The **Big Picture Living** website, [BPLiving.org](https://www.bpliving.org), is the resource hub for students and advisors where you will find vetted resources from ACLM, student projects, and ways your advisory can get involved

This video shows how kids can gain these skills. Notice how young some of these kids are: They are in middle school. I wish I had these skills when I was 12 years old.

<https://www.youtube.com/watch?v=XO1ixihF0Hg&t=4s> www.TINYURL.com/bplivingYT



Big Picture Learning's mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning's (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all

students, especially under served urban students, and the expectation that these students can achieve success. (from the Youtube Channel)

Step 4: Don't focus on grades. Focus on Skills

Use the list of skills that appears here www.TINYURL.com/aListofSkills
Dennis Littky points out in *The Big Picture: Education is Everyone's Business*

Grades are so meaningless. Say you've got a kid with a *C+* average. What does that mean? Does it mean he's a *D+* in science but a *B+* in history? Does it mean he's a really bad mathematician but a great writer? Does it mean he can't read, but pays attention and doesn't disrupt the class? It's wild to me. Then you have schools that say, "Ooh, now we'll get a little more specific." So they give a kid a 91 rather than an A. But it's the same thing. You take an English paper and you break it up mathematically, with 80 points for content, 10 points for grammar, 10 points for the thesis statement . . . and that's how you get the number. It's all false. Even a *good* grade doesn't necessarily mean anything. Seymour Sarason puts it this way, "Now look, just because a child has a normal body temperature that doesn't mean he's not sick."

Over 200 schools have decided to offer students the option to focus on skills instead of grades. Here's an example:

Traditional Transcript Path Grade

Mastery Transcript Path Tags

In his powerpoint lecture from 2017, Scott Looney quotes Alfie Kohn

Quotes from **Degrading to De-grading**

High School Magazine, March 1999

Alfie Kohn

Grades tend to reduce students' interest in the learning itself.

(Beck et al., 1991; Milton et al., 1986; Benware and Deci, 1984; Butler, 1987; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Harter and Guzman, 1986; Hughes et al., 1985; Kage, 1991; Salili et al., 1976).

Grades tend to reduce students' preference for challenging tasks.

(Harter, 1978; Harter and Guzman, 1986; Kage, 1991; Milton et al., 1986)

Grades tend to reduce the quality of students' thinking.

(Butler, 1987; Butler, 1988; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Anderman and Johnston, 1998).

See the powerpoint

www.TINYURL.com/NoGradesScott

See the list of skills on the next three pages. Sit with your child and read through the list together.

Ask: ***“What skills do you want to develop? Put a check mark next to the skills that you want to develop.”***

Encourage your child to add more skills to the list. There are dozens of “lists of skills” that you can use.

You can print the list that follows and write in examples of work or videos that show that your child has shown some skills.

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
TinyURL.com/ShortListofSkills

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
TinyURL.com/ShortListofSkills

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

2. Communication— Oral and Written

	a. Understand and express ideas in two or more languages
	b. Communicate to diverse audiences
	c. Listen closely

3. Teamwork

	a. Start something
	c. Build trust, solve a conflict, and support others
	e. Teach and coach and give advice to others
	h. Cooperate with others. Manage groups

4 Digital and Quantitative Literacy

	a. Understand and apply digital technologies
	b. Create digital knowledge and media

5 Global View

	a. Open-minded about the traditions of others
	b. Connect with people globally: <i>penpalworld.com</i> , <i>BIBPenpals.wordpress.com</i> , <i>tomakefriends.com</i>
	c. Talk with people from other cultures and religions. Talk with respect.

7. Make honest decisions (choices)

	a. Keep a positive attitude
	b. Show moral courage; confront unjust situations
	c. Act responsibly to support the larger community

6 Adaptability, Initiative, and Risk-Taking

	a. Develop flexibility and adaptability
	b. Has courage in unfamiliar situations
	g. Start an online business (affiliate marketing) Develop a stream of passive income.

8 Habits of Mind

	a. Love of Learning/Curiosity
	b. <i>We believe in our ability to succeed</i>
	c. Time Management

More skills from MomJunction.com. Some of these skills are mentioned in this website
http://www.momjunction.com/articles/everyday-life-skills-your-teen-should-learn_0081859/#gref

	Skills to stay safe
	Cope with emotions
	Navigational skills: which way is north? How to read maps <div></div>
	Domestic skills
	Hygiene and personal health care

	Cooking skills
	Clothing skills
	Budgeting skills
	Cope with emotions

You can help spread the idea of "a focus on skills" instead of the current focus on grades and "grade point average" (GPA).

☐ Type in **TINYURL.com/NoGradesVideo**

☐ **Click LIKE,**

☐ **SUBSCRIBE and**

☐ **Share the link with a friend.**

Source: Mastery.org from Hawken School, Cleveland OH

Part of the Mastery Transcript Consortium

Note: This list of skills is developed from a list that was found on a press release that was distributed in May 2017.

Send comments to AFocusOnSkills@gmail.com

New School of North Virginia School has a list of skills, too:

Inward Looking Skill Categories

Self Awareness & Management
Problem Solving
Critical Thinking & Analysis

Outward Looking Skill Categories

Information Literacy
Communicating Meaning
Social & Global Responsibility <https://newschoolva.com/>

The purpose of this procedure is to FOCUS ON SKILLS, not on the grades.

How do students at “Mastery” schools show their work? They use a Mastery Transcript. See www.TINYURL.com/NoGradesVideo to learn more. *“MTC schools are creating a high school transcript that reflects the unique skills, strengths, and interests of each learner. Visit us at mastery.org.” (From the Mastery YouTube channel)*

Amin, Alexander H. (Alex) '15

Parents: Himanshu & Leslie Amin
Student Residence Address & Phone:
927251 Mera Rd.
Solon, OH 40158
(555) 555-5555

Date of Birth: 10/11/1996
Entered:
Today's Date: 1/16/2015
Status: Current Student
Sex: Male

Hawken School
CEEB Code: 361262
12456 County Line Road, P.O. Box 8002
Gates Mills, Ohio 44040-8002
(440) 423-2916, fax (440) 423-2994

Featured Credits:

- 7b Foster integrity, honesty, fairness and respect
- 3a Lead through influence
- 3b Coordinate tasks, manage groups, delegate responsibilities
- 3d Build trust and resolve conflicts
- 3g Implement decisions and meet goals
- 8e Persistence

Earned Credits:

- 1 Analytical and Creative Thinking
 - b. Detect bias, and distinguish between reliable and unsound information
 - e. Analyze and create ideas and knowledge
- 4 Digital and Quantitative Literacy:
 - a. Understand, use, and apply digital technologies
 - c. Use multimedia resources to communicate ideas effectively in a variety of forms
- b. Bring a sense of courage to unfamiliar situations
- d. Work effectively in a climate of ambiguity and changing priorities
- g. Develop entrepreneurial literacy

Imagine a Transcript

3,186 views • Feb 20, 2017

MTC Mastery Transcript Consortium
237 subscribers

<https://www.youtube.com/watch?v=AuXRBRpkBX0>

HOW TO USE THIS LIST OF SKILLS

What can parents do?

Sit with your child. Ask your child to collect and show you some school work.

Ask your child to talk about his/her school work. ***“What project or essay is your best work? How much effort did you put into that school work? What can you show me that you respect in your work?”***

(A math worksheet might be something that your child is proud of. A book report or a project might show more of his or her personality).

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
[TinyURL.com/ShortListofSkills](https://www.tinyurl.com/ShortListofSkills)

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

Then ask about each piece of school work.

Ask: ***“What skills did you develop with this essay (or project)?”***

“What part of the essay (or project) shows that you built those skills?”

What could you do more next time to build deeper skills or strengthen your skills?

Repeat the questions with the mentoring and intern projects. ***“What skills did you learn when you were an intern?”***

Procedure 5: Put these four steps onto websites to display work

Here's what students at 150 Private schools are doing:

They are putting their best work on websites (safely, without access to the public). The people authorized to see the sites are parents, the student, teachers and college admission officers.

www.TINYURL.com/ExampleDP Ben Staley's digital portfolio (website)

There are a LOT of projects and writing here. His work says, "This is the project that I did that got me an A." You can see that this kid has stamina and that he can communicate well.

EXAMPLES of Websites and School work from High Tech High School in California

If you were a college admissions officer, which would you want to read?

"My GPA is 3.95"

or...

"Here's an example of my writing."

What does a website look like when students show their work to the world?

Ben's Website starts like this

Ben Staley's

Digital Portfolio

[Home](#)[About Me:](#)[9th Grade](#)[10th Grade](#)[11th Grade](#)[Blog](#)[Honors](#)[Contact Me](#)

Book Reports

Semester 1 Book Reports

				
Book Report 1: <u>Fall of Five</u>	Honors Book Report 1: <u>The Night Thoreau Spent in Jail</u>	Book Report 2: <u>Catching Fire</u>	Honors Book Report 2: <u>The Catcher in the Rye</u>	Book Report 3: <u>Mocking Jay</u>
				Honors Book Report 3: <u>Of Mice and Men</u>



Family History Project


In this project, our class interviewed family members searching for a story. Once we decided on what to write about, we created descriptive writing pieces based on the information we got. We searched for family photos that related to the stories, and eventually published the photos and the stories in a book. Click the image or the title to find out more.

Family History Project

Project Description:

In this project, I went through many steps to figure out what story I was going to do. First, I interviewed my relatives, asking questions like, "What is your earliest childhood memory?" "What accomplishment are you most proud of?" I picked a bunch of experiences we learned about that could possibly be developed into a story. We did this by writing a paragraph or so about each of the ideas. Here are the ones that I did.

Seeds:

Time, Place, Story	Accompanying Picture
<p>Germany 1938-1945</p> <p>My grandmother's experience as a child in Germany was far from normal mainly because Hitler was in power. She was kept very sheltered by her family. They would turn off the radio when anything about Hitler was mentioned. Being a very strict Catholic, she was only allowed to have Catholic friends, so she never knew anyone who was taken away. Because she was completely sheltered from Hitler's "bad side," she thought he was a good person. All she knew was that Germany was going through one of its best time periods and Hitler was in power.</p>	 <p><i>A family reunion in Germany</i></p>

=====

What if your child created a website with perhaps three pieces of school work?

That's what Abel Thon did and he got four offers of scholarships (even though he had average SAT scores and a B average in classes).

His Intern page has an essay and a video showing what he learned as an intern at a physical therapy clinic. He wanted to become a therapist and the colleges clearly said, "Here's a kid that we want on our campus. He knows how to communicate, he used a tripod to make that video and he states what he wants to do clearly. He even did an internship."

Here are some screenshots of Abel's site



Biodiversity Project

During this project, we grabbed ARMS (Autonomous Reef Monitoring System) units that were located in the San Diego Bay, and La Jolla cove. We went out as a team and retrieved the ARMS. They were many different types of jobs during this such as the swimmers, kayakers and photographers. Afterwards we used a program called CPCe. It helped us determine each creature that we were dealing with. We labeled them on the program and it helped us see the percentage of all of the different creatures. Then in small groups we developed a question that we could research and answer.

My Internship at Catalyst Physical Therapy and Wellness



Since I was small I cared about health and being active which is why I'm so interested in a Physical Therapy internship. Being active and being able to move is a very important part of life and everyone should be able to move. Which is why I would want to devote my career into helping people with injuries and making them active and happy.

I interned at Catalyst Physical Therapy and wellness. Physical therapist here treat patients in whatever problems they have. If it's back, shoulder, leg or if their coming in just because of an injury they can be assisted. When patients first come in they get a free injury screen, which is basically an initial evaluation of the patient. They write a SOAP note which stands for Subjective, Objective, Assessment and Plan. The subjective is how the patient is feeling, the objective are the measurements, the assessment is what the physical therapist think of the patient and the plan is what they have to do to make the patient recover from their pain. I was able to shadow Physical therapist a lot during my month there and I got to see how SOAP notes went down and how the process happened. Another thing that I got the opportunity to do was helping patients with their exercises. I was able to learn a lot of these exercises and help other patients with them and be able to show them how to do them right.

For my project I created a commercial for my physical therapy clinic. Because there's so many different aspects in this clinic like personal training, yoga, acupuncture, physical therapy and massage therapy I was tasked to create a 2 minute project to be able to capture it all. To be able to capture footage I had to make a photo release form and give it to the people who were going to be in the video. After capturing footage I had to edit a lot of the footage because I was only using 5 second clips of each video I recorded.



Search



Commerical

66 views • Jun 25, 2016

4 likes 0 comments SHARE SAVE ...



Abel Thon
7 subscribers

SUBSCRIBE



abelthonresume.docx
Download File

There is a link to Abel's resume. If you were a college admissions officer, would you click there? I would. I'm impressed by the clear writing and the confident style of his essay.

LINK www.TINYURL.com/AbelSite

How do these great looking websites with remarkable projects get set up? The Free Website Project

Here's an example of a procedure, pulled from a talk by Larry Rosenstock (a leader at High Tech High Schools).

Many High Tech High School students (in California) hear the following words:
“Students should gain strong experience in and understanding of all aspects of an industry, including Finance, Planning, Management, Underlying principles of technology, Labor Issues, Community issues, Health and safety issues, and Environmental issues as they pertain to that industry.”

TINYURL.com/LarryHTH

For a 14-year-old student, this journey will probably take 4000 hours, divided over four years.

That's what I'm talking about. Here's a simple procedure, called **“Ask students to look at all aspects of an industry,”** and hundreds of students in California are doing this exercise, which can take two or three years of projects.

How can your child compete with this kind of deep school work? By copying their methods and by going beyond what the kids in California are doing.

Methods used in California (your child can copy these methods)

- Build deep projects. Take at least a month to work on one essay or slide show.
- Allow students time to go back and improve on the projects
- Show students examples of what other students have done and that can motivate your student to meet that standard (or exceed it)

How to go farther (your child can improve on what Ben and Abel did)

- Many websites have very little “reflection” - the student did a book review, but what did the student learn about the process? What were the struggles? How did the student look back and say, “I made some mistakes that I won't make again.”...and the student describes the mistakes.
- Many websites by students do not have videos with the voice of the students. College admission officers are like real people. We all want to hear that voice, to judge a person by their talking. What if your child practices speaking by pointing the camera at the poster or essay or powerpoint and talks. **“This is what I learned about myself. I made a lot of assumptions and that project showed me that I need to spend more time prepping before I just jump in. I can say that this project was a turning point and I asked my professor if I could go back and improve the presentation. That's the kind of high standard that I want to set for myself in the future.”** Whoa! I would want that student to be on my campus.

This packet of information (this book) is my attempt to share what I've learned from kids in California and from studying the process of making high school PERSONAL for every student. It's called "**Personalizing the instruction.**"

Summary

7. The traditional high school transcript is a focus on grades.
8. A new high school transcript will focus on skills.
9. The new transcript will be a list of skills, like a list of badges for Boy Scouts.
10. Students at 150 private schools are using this new procedure.
11. The students show their skills with PROJECTS (not worksheets or multiple choice tests)
12. The students are putting their school work on websites. SAFELY and PRIVATELY (the teacher or the parents have the password for administering the website, so that students can't share any pages until the teachers and parents agree that it's time for the college admissions officers to see the work.)

That's about it. You can call me if you have questions (954-646-8246). That's my current focus--how to show teachers, parents and students how to support their websites with USEFUL projects and how to find the ENERGY and FOCUS to build the projects. Fighting negative thoughts is part of the process and I hope you take the time to go through the Seven Lessons by Hal Urban. www.TINYURL.com/7LessonsHalUrban.

Please let me know what part was important to you so that I can make a shorter presentation to the next group of parents.

A Free Website Could Get Your Teen into a Better College

You know that your child is more than a Grade Point Average and a score on the SAT or ACT. What does “3.5 GPA” or “24 ACT” say about your child’s curiosity or enthusiasm or ability to communicate? What if people could see the best work of your child? Anybody can see the school work that earned the students a “B” or an “A.” **Would you like your children to show their best work on a website?**

Fig. 1: The High Tech High website lists its students by first name.

Tony Wagner of Harvard University says that the cheapest way for schools to help students is: **Set up digital portfolios.** Wagner says, “The world doesn’t care about your test scores.

What the world cares about is what you can do with what you know.” Portfolios show what you have done.

A guidance counselor in Michigan writes in a blog: ***I could see high school students creating digital portfolios throughout high school and then finishing with a cumulative assessment at the end of their senior year. These are sometimes referred to as a Senior Capstone e-Portfolio. By providing students with a way to showcase work they will have a clearer vision as a learner, find pride in their work, and share with possible colleges or employers.***

(C. M. Lindberg).



Fig. 2: A student at High Tech High shows his portfolio of academic work.

Free Website Project

TinyURL.com/exampleDP

I’ve been using the Internet for the past two years at SunEd High School in Margate, Florida, to showcase the academic work of some of my students. I have placed short videos of my students explaining their projects. Some students have published short books using Createspace to sell on Amazon. When I heard about the “Digital Portfolios” of High Tech High, it clicked for me. “Now the videos, essays and photos can be in one place -- on a free website.”

Four key principles

5. **The students keep “their observations” on a separate blog.** Experiments with humor and satire are placed on independent blogs. Famous authors sometimes use second names. Pseudonyms (pen names) are suggested.
6. **Students control the content of their websites.**
7. The School chooses whether or not to link the student’s site to the “**List of Websites Made by Our Students**” that is hosted on the School website.
8. **Students put POSITIVE INFORMATION on their portfolio** that shows work that the students created for school.



Instagram and Facebook? Sure!

I tell my students, “*You have spent hours collecting photos and writing about things that interest you. Colleges and universities will want to see that information.*” The free website can collect essays and photos that show the spirit of your child. If your child keeps only

positive images on his social media, then you might have a way to distinguish your child from dozens of other applicants.

Here's what parents can say to guide their teenagers: "Instagram is a digital portfolio of images that are important to you. Your Instagram account and the photos on your Facebook *'like list'* tell others that you believe that these images are important."

Share your experiences

Students can post "how to" videos on a YouTube channel to show how they can serve. Try an "expedition" on Google's Cultural Institute. Give a tour of their volunteer work (at an animal rescue center).

Fig. 3: A brief introduction of each project will tell the viewer about your interests and why this project was meaningful.

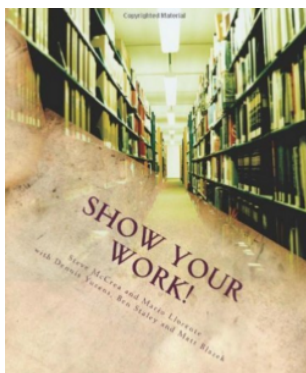
Free Video

Get started: Go into your Gmail account, then go to **Sites.Google.com**. For more information about the Free Website Project and how you and your child can get the free training, call (954) 646 8246 and find out where the next free workshop will happen near you. A free video is available at **TinyURL.com/abcfreeworkshop**

Add projects with these free ebooks

[1] Look at other digital portfolios to get ideas. Here are links to websites at High Tech High School: tinyURL.com/HTHdps tiny.cc/AbelSite tinyURL.com/exampleDP

[2] **Free Ebooks:** When you start building a digital portfolio, you might want to add some projects. To find interesting projects, look at Matt Blazek's free ebook tinyURL.com/blazekprojects **Free Ebook** tinyURL.com/SunExplore tinyURL.com/mattblazek **video about projects**



[3] **Show Your Work:** I have learned the High Tech High school method of building DIGITAL PORTFOLIOS using Google Sites.

TinyURL.com/ShowYourWork1: I recommend this system for engaging the attention of students. They can build free websites and attract attention to subjects that matter to them.

Make learning fun and engage the curiosity of students. "Make the work authentic"-- Jeff Robin, High Tech High tinyurl.com/sunportfolios4 Letter to Directors of schools about "digital portfolios" Facebook: tinyurl.com/fbfreewebsite

tinyurl.com/projectsandportfolios **links to free ebooks**

tinyurl.com/howtoDP A blog post from a school in New Jersey



45 Phrases for the 5 Steps www.TINYURL.com/45phrases5

Close the door quietly please	Cierra la puerta en silencio por favor
Did you wash your hands?	¿Te lavaste las manos?
Here's a paper towel. Clean up that spill.	Aquí tienes una toalla de papel. Limpia ese derrame.
Please sweep the floor	Por favor barre el piso
Dry the dishes	Seca los platos
It's your turn to put away the dishes	Es tu turno de guardar los platos
<i>How did you sleep?</i>	¿Cómo has dormido?
<i>It's garbage day</i>	Es el día de la basura
<i>Clean your room</i>	Limpia tu habitación
Can you help me with this?	¿Me puede ayudar con esto?
Put on a different shirt	Ponte una camisa diferente
Turn off the light when you leave the room. Money doesn't grow on trees.	Apague la luz cuando salga de la habitación. El dinero no crece en los árboles.
You need to clean your shoes before you go out.	Necesitas limpiar tus zapatos antes de salir.
Remember to use soap	Recuerda usar jabón
Please take out the trash	Por favor saca la basura
Take a shower before you go to bed.	Tome una ducha antes de irse a la cama.
Remember to wash behind your ears	Recuerde lavarse detrás de las orejas
Throw that away	Tira eso

Pick that up	Recoge eso
Hang up your shirt	Cuelga tu camisa
Fold your clothes	Dobla tu ropa
Put away your things	Guarda tus cosas
A place for everything and everything in its place	Un lugar para cada cosa y cada cosa en su lugar
Turn off the computer	Apaga la computadora
Put on your shoes	Ponte los zapatos
It's dinnertime.	Es la hora de cenar.
Please pass the salt.	Por favor, pásame la sal.
Elbows off the table.	Codos fuera de la mesa.
Sit up straight.	Sientate derecho.
Please set the table.	Pon la mesa.
Please help me.	Por favor, ayúdame.
Put away the dishes.	Guarda los platos.
Don't chew with your mouth open.	No mastique con la boca abierta.
Close your mouth when you are chewing	Cierre la boca cuando esté masticando.
Wash your hands	Lava tus manos
I dropped my fork. Can you get me another one?	Dejé caer mi tenedor. ¿Puedes conseguirme otro?
I need a napkin	Necesito una servilleta
Can I give you more?	¿Puedo darte más?
Can you bring me the milk please?	¿Me puedes traer la leche por favor?

Do you want more?	¿Quieres mas?
What happened?	¿Sigues con hambre?
Are you still hungry?	¿Qué sucedió?
Is something wrong?	¿Hay algo mal?
Are you ready?	¿Estás listo?
I'm ready	Estoy listo
Stop doing that!	¡Para de hacer eso!
Stop doing that right now!	¡Deja de hacer eso ahora mismo!
Sneeze into your elbow.	Estornuda en tu codo.
Ask Your Dad	Pregúntale a tu papá
No Dessert Unless You Finish Your Dinner	Ningún postre a menos que termine su cena
You'll poke someone's eye out with that.	Le sacarás el ojo a alguien con eso.
Don't run with scissors	No corras con tijeras
Don't Sit That Close To The TV	No te sientes tan cerca de la televisión
Hold up your mobile phone when you look at it.	Sostenga su teléfono móvil cuando lo mire.
Sweet dreams	Dulces sueños
It's bedtime.	Es la hora de dormir.
It's time to go to bed	Es hora de ir a la cama
Turn off the light. It's time to go to sleep.	Apague la luz. Es hora de irse a dormir.

No more TV. It's bedtime.	No más televisión. Es la hora de dormir.
Charge your mobile phone in the living room.	Cargue su teléfono móvil en la sala de estar.
You are not sleeping with your phone.	No estás durmiendo con tu teléfono.
Get well soon	Mejorate pronto
Go back to sleep	Vuelve a dormir
You need at least 8 hours of sleep	Necesitas al menos 8 horas de sueño.
Take care of yourself	Cuídate
Congratulations	Felicidades
Drive safely / Take care of yourself when you drive	Conduce con seguridad ... cuidate quando tu conduces
Happy birthday!	¡Feliz cumpleaños!
Well done!	¡Bien hecho!
Good luck!	¡Buena suerte!
Awesome	Impresionante

Go ahead... add more phrases

Put these sheets in the kitchen, such as over the sink and on the refrigerator. Then two people can read from each page.

Help us, parents: You are our only hope.



You don't need to keep reading. If you focus on the five procedures, your child will be able to compete with students in California who use digital portfolios to display fabulous deep projects.

If you want to change your school, ask ten questions. If enough parents ask these questions, you will start a movement, a revolution, a transformation of schools.

Elliot Washor and Chalres Mojkowski put these questions into a video and into a \$20 book. Most teachers have not seen the video or the book.

<https://tinyurl.com/leavingtolearn>

A hand-drawn diagram showing a flow of information through a series of hexagons. The hexagons contain icons: a cube, a clock, a group of people, and a globe. The word "PRACTICE" is written below the hexagons. To the left, a person is shown with arrows pointing to the hexagons, and the text "INFORMATION GOES IN, BUT THEN WE FORGET!" is written below. To the right, a person is sitting at a desk with a computer, and a speech bubble says "I'M GOING TO BUILD ANOTHER ONE. NOW THAT I KNOW MORE, I BET I COULD MAKE IT WITH AN ARDUINO".

10 Expectations

187,226 views • May 12, 2013

835 31 SHARE SAVE ...

Leaving ToLearn
697 subscribers

SUBSCRIBED

www.TINYURL.com/10ExpectationsSpanish with some questions translated also in Spanish (so we can practice another language... see Procedure 2).

These ten **"Questions that Parents Can Ask"** come from a promotional video that supports **Leaving to Learn**, a book by **Elliot Washor** and Charles Wojkowski.

Relationships

Am I just another face in the classroom? or do my teachers know about me and my interests and talents? **Do the teachers help me form relationships with peers and adults who might serve as models and coaches?**



Relevance

Is the work just a series of hoops to jump? Or is the work relevant to my interests? **Do my teachers help me understand how my learning contributes to my community?**

Time

Am I expected to learn at a pace decided by my teacher or can I learn at my own pace? **Is there time for learning to be deep as well as broad?**

Timing

Do all students have to learn things in the same sequence **or can I learn in an order that fits my learning style or interests?**

Play

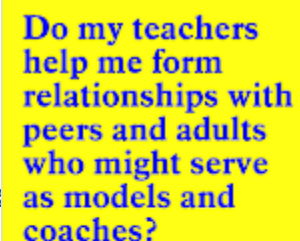
Is there always pressure to perform? **Or do I have opportunities to explore? Make mistakes and learn from them? Do I have opportunities to tinker and make guesses?**

Practice

Do we learn something and then immediately move on to the next skill? **Or can we engage in deep and sustained practice of the skills that we need to learn?**

Choice

Am I following the same path as every student? **Or do I have real choices about what, how and when I will learn and demonstrate my abilities?**



Do my teachers help me form relationships with peers and adults who might serve as models and coaches?

Authenticity

Is my work just a series of worksheets? **Or is the learning and work I do considered significant outside of school, by experts, family and employers?**

Does the community recognize the value of my work?

Challenge

Is the school work just about completing assignments? Or **do I feel challenged? Am I addressing high and meaningful standards?**

Application

Is my learning all theoretical? **Or do I have opportunities to apply what I'm learning in real world settings?**

If you want more to do, go to the larger book called "For Parents who Have Time to Read" ... If you got this far, you clearly like to read, so go to www.TINYURL.com/Parentsliketoread

**You can get the free ebook called Personal history Workbook here at
TinyURL.com/PersonalHistoryebook**

See a video to explain the process at TinyURL.com/PersonalHistoryWorkbook

Just the links

The 200-page expansion of this text)
www.TINYURL.com/Parentsliketoread

Tinyurl.com/NoGradesVideo. The focus on skills. Why not subscribe to that channel?

Get the free seven lessons by Hal Urban: Build a positive outlook
www.TINYURL.com/7LessonsHalUrban

Daniel Amen's "talk back to ANTS" (automatic negative thoughts)
www.TINYURL.com/sunants

Negative thoughts create chemicals that cause people to feel depressed. Students who are depressed or angry or upset or irritated do not learn as well or as much as students who have a positive mental attitude (PMA).

<https://www.youtube.com/watch?v=W-sMA6WUA2k>

<https://www.youtube.com/watch?v=WJvbc0yAE0&t=380s>

You can search "Hal Urban Character Lessons from Classroom"

Or you can type www.TINYURL.com/HalUrbanCharacter

<https://www.leadwithlanguages.org/why-learn-languages/early-childhood-elementary>

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

www.TINYURL.com/45phraseskills to get the list of phrases to use in your home.

See more at www.TINYURL.com/BPLintern to learn about internships.

<https://www.youtube.com/watch?v=pNqIkWYShPY>

The video shows an intern at an animal clinic.

You can download a free ebook with examples of projects from

www.TINYURL.com/blazekProjects

Here's an example of a school in California that asks students to work in a volunteer way (intern) and learn from a mentor.

<https://www.youtube.com/watch?v=K60rohRF3V4>

The video shows a teenager who talks about skills learned at Big Picture Living...

<https://www.youtube.com/watch?v=O4sqM0MNVDQ> or the short link

www.TINYURL.com/bpliving

Say this: **“Let’s Build Projects to Show What You Learned”**

www.TINYURL.com/BPLQuestions is a good start for asking questions to improve a project. Examples of projects are displayed in Procedure 5 (about websites and digital portfolios).

Be nice and click on their website, **BigPicture.org**, and give some social media clicks and subscribes.

<https://www.youtube.com/watch?v=XO1ixihF0Hg&t=4s> www.TINYURL.com/bplivingYT

The Youtube Channel for BPLiving.

Use the list of skills that appears here www.TINYURL.com/aListofSkills

See the powerpoint about skills. www.TINYURL.com/NoGradesScott

New School of North Virginia School has a list of skills:

Inward Looking Skill Categories

Self Awareness & Management

Problem Solving

Critical Thinking & Analysis

Outward Looking Skill Categories

Information Literacy

Communicating Meaning

Social & Global Responsibility <https://newschoolva.com/>

How do students at “Mastery” schools show their work? They use a Mastery Transcript. See www.TINYURL.com/NoGradesVideo to learn more.

www.TINYURL.com/ExampleDP Ben Staley’s digital portfolio (website)
There are a LOT of projects and writing here. His work says, “This is the project that I did that got me an A.” You can see that this kid has stamina and that he can communicate well.

Abel’s site: www.TINYURL.com/abelsite

www.TINYURL.com/LarryHTH The goals of High tech High schools.

Help us, parents: You are our only hope.

<https://tinyurl.com/leavingtolearn>

www.TINYURL.com/10ExpectationsSpanish with some questions translated also in Spanish

If you want more to do, go to the larger book called “For Parents who Have Time to Read” ... If you got this far, you clearly like to read, so go to

www.TINYURL.com/Parentsliketoread

You can get the free ebook called Personal history Workbook here at

www.TinyURL.com/PersonalHistoryebook

See a video to explain the process at www.TinyURL.com/PersonalHistoryWorkbook (free).

Third copy (tear it out and give it to a friend or another parent)

Five Things to Do To Help Your Child Compete with Students in California, Europe and Asia

A short letter to parents who don't have much time to read.

By Alguns P. Curiosos

(if you have time to read, there is a 200-page expansion of this text) www.TINYURL.com/Parentsliketoread

Copyright 2021 by Alguns Pessoas Curiosos
Published independently (yes, this book is self-published)
Get a sharp knife ready: We want you to tear apart this book and
hang posters on your walls.



Go ahead, join us, a team of teachers,
as we look into the future.

This book invites you to join thousands
of parents who have learned about the
new “focus on skills.”

To prove that the student has a skill, the
student uploads examples of work
(projects) that demonstrate the skill.

The student makes a video to explain
the important aspects of the project, the
struggles that took place, how
the project enhanced and
developed several skills.

Dig in. Go deeper. Then share
the sheets at the end of the
book. Rip the pages out. The
book repeats much of the
content, so you can pass
these sheets to parents at the
next PTA meeting. Give these
sheets to your child’s teachers
and principal. Each two-sided
sheet gives some of the links
that you experience in this
book..

Since people often respond
well to images, there are

several images
and posters
scattered through the book that might
appear to have no relationship to the
content of that page..these extra images
are taken from National History Day
projects. To get started, watch the video
located at. **[Tinyurl.com/NoGradesVideo](https://www.tinyurl.com/NoGradesVideo)**.
Why not subscribe to that channel?



Imagine a Transcript

3,159 views • Feb 20, 2017



Mastery Transcript Consortium
227 subscribers

SUBSCRIBE

This is a letter to parents who don't have time to read.

The idea is to give you one minute per topic so that you get an overview...and you can dig deeper if you are interested. Here are the five things to do:

Procedure 1 Build a positive attitude (in you and your child)

Procedure 2: Build foreign languages in your child's head

Procedure 3: Mentors and Internships

Procedure 4: Put these three steps into websites to display work

Procedure 5: Don't focus on grades. Focus on Skills

Help us, parents: You are our only hope.



Five Steps

to help your child compete with
students in California

A video for parents



Step 1: Build
a positive
attitude in
your child

Look for Hal
Urban



www.TINYURL.com/7LessonsHalUrban

Step 2: More languages

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.

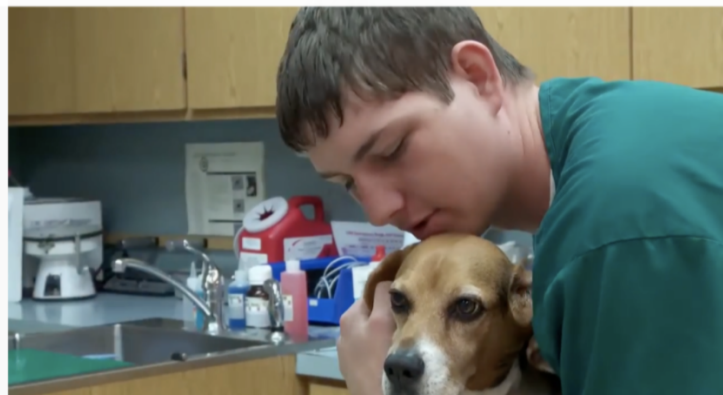


<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

Step 3: Mentors and Internships

***A student visits
an animal clinic
as part of
school***



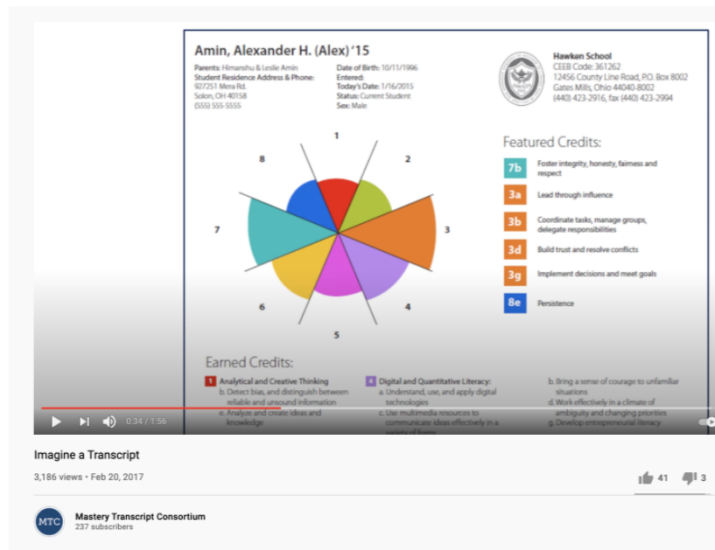
Mentoring Through Internships

1,074 views • Mar 18, 2015

6 0 SHARE SAVE ...

See www.TINYURL.com/BPLintern

Step 4:
Don't
focus on
grades.
Focus on
Skills



See www.TINYURL.com/NoGradesVideo

Step 5: Put these four steps into
websites to display work

***Students in
California put
their school
work on
websites***

Ben's Website starts like this



www.TinyURL.com/ExampleDP

Step 1: Build a positive attitude

Get the free seven lessons by Hal Urban

www.TINYURL.com/7LessonsHalUrban

Daniel Amen's "talk back to ANTS" (automatic negative thoughts)

www.TINYURL.com/sunants

Negative thoughts create chemicals that cause people to feel depressed.

Students who are depressed or angry or upset or irritated do not learn as well or as much as students who have a positive mental attitude (PMA).

<https://www.youtube.com/watch?v=W-sMA6WUA2k>



Kill the ANTS

10,403 views • Feb 12, 2015

187 3 SHARE SAVE

Hal Urban

This teacher spent 38 years in high school classrooms and developed a system to promote positive attitudes in teenagers. Your child might not have teachers like Hal, but at least you can use his methods to promote a positive atmosphere in your home.

<https://www.youtube.com/watch?v=WJvbco0yAE0&t=380s>

You can search "Hal Urban Character Lessons from Classroom"

Or you can type www.TINYURL.com/HalUrbanCharacter



Cut out the next few pages and put the posters on walls in your home. Some of the posters have another poster printed on the other side of the sheet. Every two or three weeks, flip those sheets and promote the next message.

**Screen Out
the Trash**
Avoid people
who complain
Click carefully
*Words, videos and images
affect the way we think and
the way we talk.*

The words on this page come from Positive Words, Powerful Results by Hal Urban. Learn more at www.HALURBAN.com



Use a sharp knife or scissors: We want you to tear apart this book and hang these posters on your walls.

What are we celebrating today?

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com

**“You are what you are
because of what goes
into your mind.”**

Zig Ziglar

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

**What kinds of
words are going
into our minds?**

**What kinds of
words are coming
out of our mouths?**

**Every word that
we speak is
a chance to change
what is bad
into
something good.**

Walter Mosley

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

**The greatest
weapon against
stress is our
ability to choose
one thought over
another.**

- William James

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com. Download a free ebook at www.TINYURL.com/7LessonsHALUrban

The Thoughtful Thirty

61. Give encouragement.
62. Express thanks.
63. Acknowledge others.
64. Extend greetings.
65. Give a compliment.
66. Congratulate someone.
67. Teach, give instructions in a gentle way.
68. Offer words of comfort.
69. Inspire others.
70. Celebrate and cheer.
71. Inquire, express interest.
72. Mend relationships.
73. Make others laugh.
74. Show faith and trust.
75. Share good news.
76. Praise, honor, build up.
77. Express caring.
78. Show understanding and empathy.
79. Give approval.
80. Extend an invitation.
81. Show courtesy and respect.
82. Give advice and counsel.
83. Apologize.
84. Forgive.
85. Offer to help.
86. Tell the truth.
87. Point out the good.
88. Use terms of affection.
89. Provide valuable information.
90. Communicate love.

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com

The ebook is called “the No Poison Pledge” because Hal Urban created a pledge for each student to take. Here is the pledge:

The “No Poison” Pledge

I’m aware that many words act like toxins.
They poison the atmosphere.
I’ll do my best to avoid using any of the
Dirty Thirty while in our home.

I’m aware that other words act like
nutrients.
Positive words nourish the atmosphere.
I’ll do my best to use words from the
Thoughtful Thirty while in our home.

Name _____ Signature _____

Name _____ Signature _____

Name _____ Signature _____

The “No Poison” Pledge is on page 104 of *LESSONS FROM THE CLASSROOM: 20 THINGS GOOD TEACHERS DO*. Learn more at www.HALURBAN.com

Parents: You can sign this poster, then ask your child to sign the pledge.

Circle each thing that you do **NOT** want to hear.

The Dirty Thirty

- | | |
|-------------------------|-------------------------|
| 61. Bragging | 78. Sexist comments |
| 62. Swearing | 79. Age-related |
| 63. Gossip | put-downs |
| 64. Angry words | 80. Pointing out what's |
| 65. Lies | wrong |
| 66. Hurtful words | 81. Threats |
| 67. Judging others | 82. Arguing |
| 68. Playing "poor me" | 83. Interrupting |
| 69. Making | 84. Always topping |
| discouraging remarks | someone else's story |
| 70. Embarrassing | 85. Being a know-it-all |
| people | 86. False flattery |
| 71. Excessive criticism | 87. Yelling |
| 72. Complaining | 88. Talking down to |
| 73. Rude language | people |
| 74. Teasing | 89. Exaggerating |
| 75. Manipulation | 90. Blaming and |
| 76. Phony comments | accusing others |
| 77. Ethnic/racial slurs | |

The words on this page come from *Positive Words, Powerful Results* by Hal Urban. Learn more at www.HALURBAN.com Get the free ebook of posters at www.TINYURL.com/NoPoison100

Step 2: Build foreign languages in your kid's head

<https://www.leadwithlanguages.org/why-learn-languages/early-childhood-elementary>

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

That's nice...but how? Most families in the USA live in

Some suggestions:

Watch the same movie with subtitles in the target language. I know someone who watched *Free Willy* more than 200 times as a teenager and she became fluent in English.

Whatever it takes, get the vocabulary into your child's head before age 7.

Here is an article that gives you some tips:

What You Can Do as a Parent in a Monolingual Home

Monolingual parents can teach their young children foreign languages with these tips.

1. Have your child spend time with a native speaker.

In a study by Patricia Kuhl called "[Foreign-Language Experience in Infancy: Effects of Short-Term Exposure and Social Interaction on Phonetic Learning](#)," nine-month-old children were first exposed to Mandarin in different forms: via audio clips, videos, and interactions with native speakers. The researchers found that within 12 sessions (totaling five hours), the children exposed to Mandarin through social interactions had the same level of phonetic recognition of Mandarin sounds as infants who had been raised in Taiwan their entire lives. Meanwhile, the infants who had only been exposed to the language through audio or video did not make significant language gains. The researchers concluded that talking face-to-face with another person catches the attention of the children in a way that audio recordings and DVDs do not.

2. Find videos and music in another language.

You can use sounds and images to expose your child to foreign languages. For instance, the [Transparent Language blog](#) suggests finding music in a foreign language that both you and your child can enjoy together.

3. Use kid-friendly language-learning software.

There are dozens of programs out there that help young learners immerse themselves in another language. [SheKnows](#), for example, offers lessons in Spanish, French, Arabic, and Japanese, among others. Other options that parents can look into are [Little Pim](#) and [Gus on the Go](#).

4. Find extracurricular activities in a foreign language.

This list from [Mommy Poppins](#) features dozens of programs that use music and dance to teach children Spanish.

5. Learn the language together.

If you have the time, you can learn with your child. Programs like [Duolingo](#) or [Rosetta Stone](#) can help you gain another language and then you can teach what you learned to your child. The key is to have fun.

6. Google Translate

Put sheets on the wall that show common phrases that you often use around the house. Type the typical phrases that you use around the house (Come here, Don't do that, Wash your hands). Put that list through Google Translate, print the list and put the list in easy-to-see locations around your home. Some suggestions follow.

This information came from these two websites

<http://mommypoppins.com/kids/spanish-classes-nyc-kids-lessons-speaking-spanish>

<https://www.noodle.com/articles/5-ways-to-teach-your-kid-a-second-language-at-home>

See the APPENDIX: There are 45 phrases in Spanish. You can substitute translations in other languages. Choose the language that you will target in your home.

- Highlight the list of phrases
- Place the list in Google Translate
- Select the language
- Copy the list of phrases in the target language
- Paste the list into a word document
- Make a list with two columns
- Put the list around your home

You can add to the list some phrases that you often use. I like the phrase, “Oh, no. Another cat escaped” and “Can you help me catch Ricardinho?” (one of the cats that we foster at the Cat Rescue Center). See more at www.AnimalsComeFirst.org.

Here are quotes by Ken Robinson to show a teacher who might turn into a flexible person...

“If you are a teacher in a classroom with 25 students, you are the educational system for those children.”

“The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.”

“Human resources are like natural resources; they're often buried deep. You have to go looking for them, they're not just lying around on the surface. You have to create the circumstances where they show themselves.”

“We have to go from what is essentially an industrial model of education, a manufacturing model, which is based on linearity and conformity and batching people. We have to move to a model that is based more on principles of agriculture. We have to recognize that human flourishing is not a mechanical process; it's an organic process. And you cannot predict the outcome of human development. All you can do, like a farmer, is create the conditions under which they will begin to flourish.”

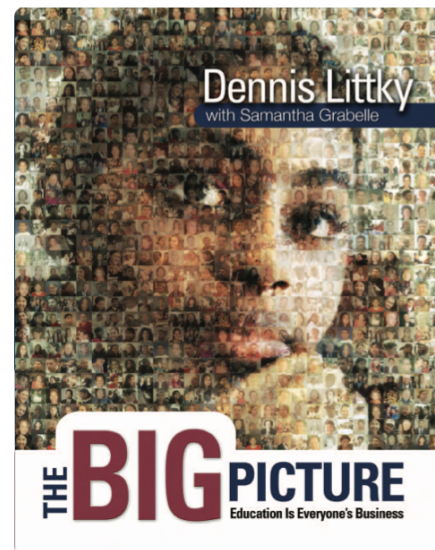
“Personalization means teachers taking account of these differences in how they teach different students. It also means allowing for flexibility within the curriculum so that in addition to what all students need to learn in common, there are opportunities for them to pursue their individual interests and strengths as well.”

Step 3: Mentors and Internships

You can read below about how mentors help students at Big Picture Learning schools learn about themselves and “*what I might do when I get out of high school.*” ***This tip is targeted at teenagers.*** However, all kids over the age of eight are in the state of “Industry” (described by Eric Erickson). Give kids the opportunity to watch adults do things. ***You can be a mentor when you show your child how to use a screwdriver.***

Why *not* take the time to find people in the community who have the same interests as our kids and get the kids working with them? Even more beautiful when the kids find internship mentors on their own while pursuing some interest during their free time. [An internship] shows kids in the clearest way that their “real life” and their “school life” are part of the *same* life. -- *Dennis Littky*

See more at www.TINYURL.com/BPLintern



is

WHAT CAN PARENTS DO?

The first key is to help your child find opportunities to watch someone do something. You can call it “job shadowing” or “learning from a mentor.” Arrange for your child to spend time watching someone who is good at something. This time could be as formal as an internship or as casual as watching someone on a video on YouTube make something.

The second key is to look at each internship or mentoring as a project. Ask your child to emerge from the internship with something (a video, a collection of photos, an essay) to show what was learned. A helpful list of questions (to guide how to write the project) is below (from Big Picture Learning).

<https://www.youtube.com/watch?v=pNqlkWYShPY>

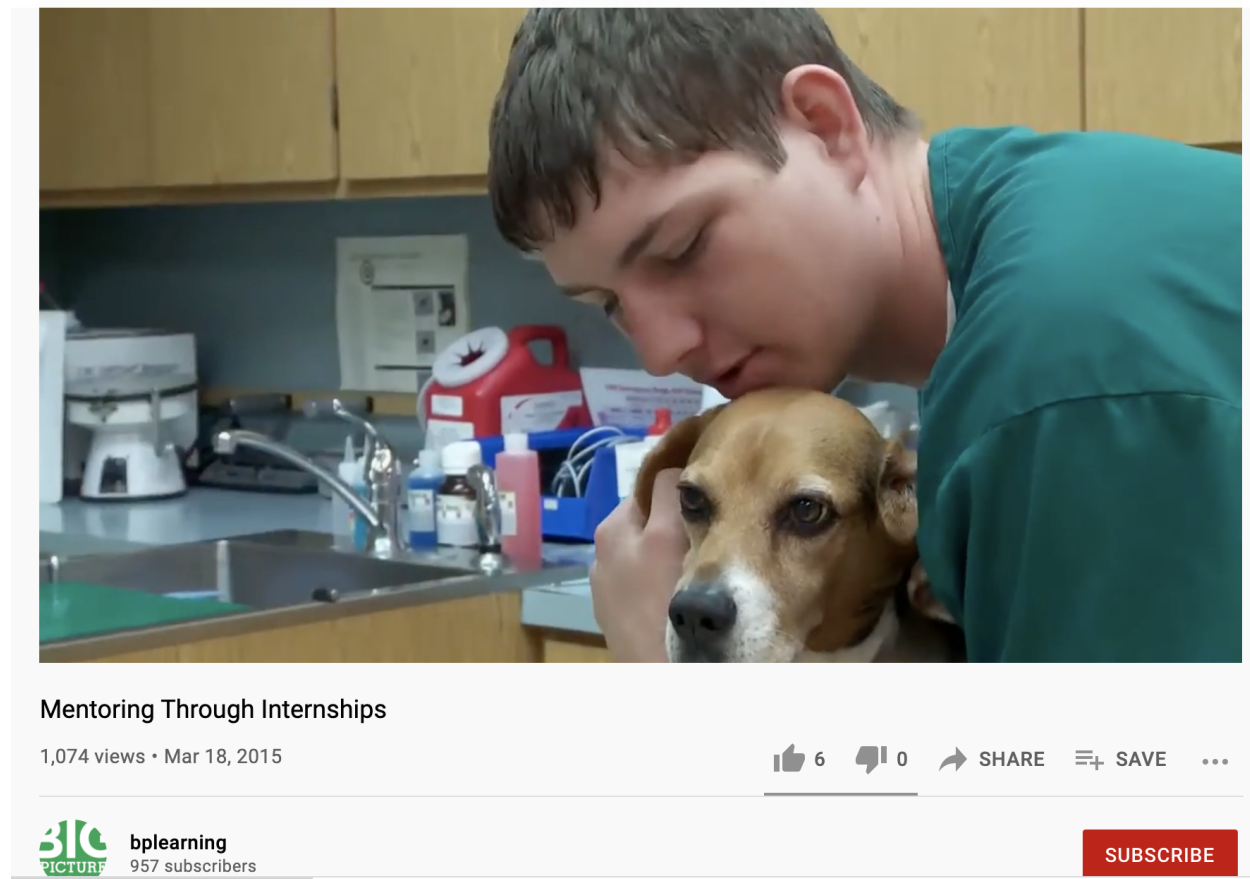
The video shows an intern at an animal clinic.

You can download a free ebook with examples of projects from

www.TINYURL.com/blazekProjects

Here’s an example of a school in California that asks students to work in a volunteer way (intern) and learn from a mentor.

<https://www.youtube.com/watch?v=K60rohRF3V4>



Partial transcript: It's important to give kids a foundation for the rest of their lives in an area that pushes them to try harder and do more.

Intern (Nathan): I had an internship before I came to the animal clinic and I got a part time job out of it. That's what I want to do here at the clinic. I worked with real clients. This internship is giving me opportunities what I feel I can do, so I can learn.

Intern (Diana): My mentor didn't baby me. He told me to look up some videos and then go for it. The internship opened my eyes.

Mentor: A lot of times I will increase the responsibility as I see the teenager really fulfilling the duties of the job. By the end of the internship, I have almost a peer working relationship with the teenager. I feel like I've helped the student come out of her shell.

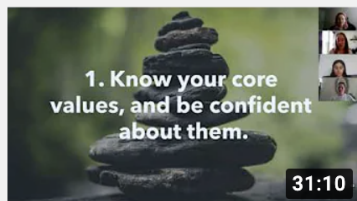


President Obama praises the Met and BPL

4,578 views • Mar 4, 2010

23 2 TV

Big Picture Learning's mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning's (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all students, especially under served urban students, and the expectation that these students can achieve success.



Big Picture Living | Hannah from Gibson EK High Scho...

5 views • 1 week ago



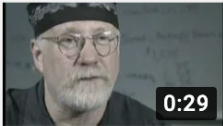

This procedure of “asking teenagers to spend time watching adults work” (internships) is used at Big Picture Learning Schools.

Here’s a video on the Big Picture Learning Youtube channel that could use some views.

The video shows a teenager who talks about skills learned at Big Picture Living...

<https://www.youtube.com/watch?v=O4sqM0MNVDQ> or the short link www.TINYURL.com/bpliving

These videos describe how a school can be organized to help kids develop skills.

1		Dennis Littky on the growth and expansion of Big Picture Learning bplearning 1:17
2		Dennis Littky on reflection, experimentation, and getting better bplearning 0:51
3		Dennis Littky talks about the the Big Picture Learning design bplearning 0:29
4		A Look at the Met School in Providence bplearning 2:48

Say this: **“Let’s Build Projects to Show What You Learned”**

www.TINYURL.com/BPLQuestions is a good start for asking questions to improve a project. Examples of projects are displayed in Procedure 5 (about websites and digital portfolios).

Look up “Big Picture Learning Dennis Littky YouTube” and you will find several videos to click on. (Do this in appreciation for the list of questions that follows. Let’s help spread the link to the YouTube channel of Big Picture Learning.)

Be nice and click on their website, **BigPicture.org**, give some social media clicks and subscribes, and perhaps look at some of the videos that are below.

The Learning Goals

Big Picture Learning Goals are tools for problem solving. The Learning Goals are a framework for looking at real-world concepts and abilities necessary to being a successful, well-rounded person. The Learning Goals are not content-oriented curricula, nor are they completely distinct categories. Good project work incorporates many overlapping elements of the Learning Goals.

1. *Empirical Reasoning*

How do I prove it?

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

- What *idea* do I want to test?
(essential question)
- What has other *research* shown?
- What is my *hypothesis*?
How can I *test* it?
- What *information* (data) do I need to collect?
- How will I *collect* the information?
- What will I use as a *control* in my research?
- How *good* is my information?
- What are the *results* of my research?
- What *error* do I have?
- What *conclusions* can I draw from my research?
- How will I *present* my results?

2. *Quantitative Reasoning*

How do I measure, compare or represent it?

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to *evaluate* my hypothesis?
- What *numerical* information can I collect about this?
- Can I *estimate* this quantity?
- How can I *represent* this information as a formula or diagram?
- How can I *interpret* this formula or graph?
- How can I *measure* its shape or structure?
- What *trends* do I see?
How does this *change* over time?
- What *predictions* can I make?
- Can I show a *correlation*?

3. **Communication**

How do I take in and express ideas?

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

- How can I *write* about it?
- What is the *main idea* I want to get across (thesis)?
- Who is my *audience*?
- What can I *read* about it?
- Who can I *listen* to about it?
- How can I *speak* about it?
- How can *technology* help me to express it?
- How can I express it *creatively*?
- How can I *express* it in another language?

4. **Social Reasoning**

What are other people's perspectives on this?

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities *view* this?
- How does this issue affect different *communities*?
- *Who cares* about this? To whom is it *important*?

- What do people *believe* about this?
- What *social systems* are in place around this?
- What are the *ethical questions* behind this?
- What do I *think* should be done about this?
- What can I *do*?

5. **Personal Qualities**

What do I bring to this process?

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

- How can I *demonstrate* respect?
- How can I *empathize* more with others?
- How can I strengthen my *health* and well-being?
- How can I communicate *honestly* about this?
- How can I be *responsible* for this?
- How can I *persevere* at this?
- How can I better *organize* my work?
- How can I better *manage my time*?
- How can I be more *self-aware*?
- How can I take on more of a *leadership* role?
- How can I work *cooperatively* with others?
- How can I *enhance my community* through this?

BPLiving.org gives teenagers an outline for learning skills.

As defined by the American College of Lifestyle Medicine, the six measures for managing their lifestyle choices, and proven preventative treatment for chronic disease are as follows:

Move: Increasing Physical Activity & Exercise

Nourish: Transitioning to a Healthy & Plant-based Diet

Social: Maintaining Healthy Relationships

Chill: Managing Stress

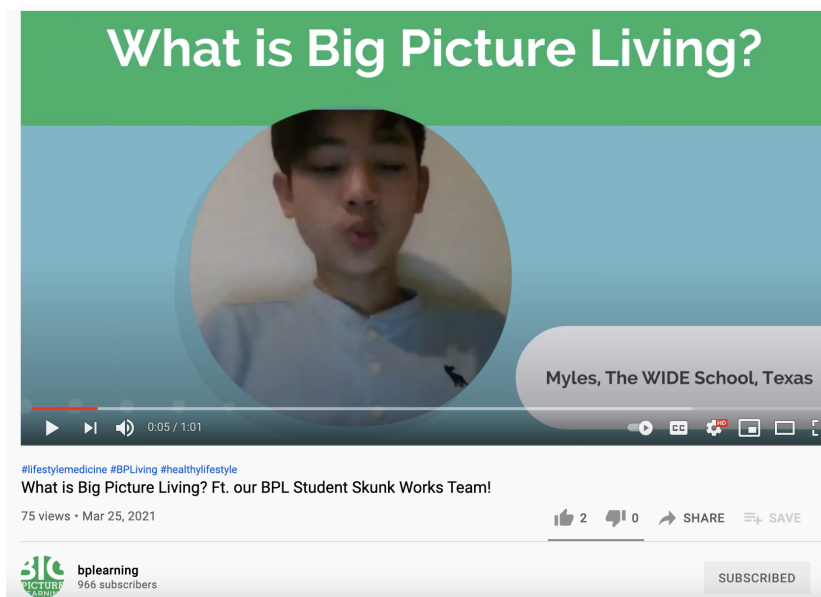
Caution: Avoiding Risky Substances & Behaviors

Recharge: Getting Enough Sleep

The **Big Picture Living** website, [BPLiving.org](https://www.bpliving.org), is the resource hub for students and advisors where you will find vetted resources from ACLM, student projects, and ways your advisory can get involved

This video shows how kids can gain these skills. Notice how young some of these kids are: They are in middle school. I wish I had these skills when I was 12 years old.

<https://www.youtube.com/watch?v=XO1ixihF0Hg&t=4s> www.TINYURL.com/bplivingYT



Big Picture Learning's mission is the education of a nation, one student at a time. As a non-profit organization dedicated to a fundamental redesign of education in the United States, Big Picture Learning's (BPL) vision is to catalyze vital changes in K-Adult education by generating and sustaining innovative, personalized learning environments that work in tandem with the real world of their greater community. At the core of Big Picture Learning's mission is a commitment to equity for all

students, especially under served urban students, and the expectation that these students can achieve success. (from the Youtube Channel)

Step 4: Don't focus on grades. Focus on Skills

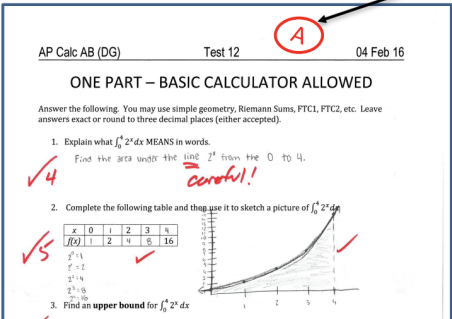
Use the list of skills that appears here www.TINYURL.com/aListofSkills

Dennis Littky points out in *The Big Picture: Education is Everyone's Business*

Grades are so meaningless. Say you've got a kid with a *C+* average. What does that mean? Does it mean he's a *D+* in science but a *B+* in history? Does it mean he's a really bad mathematician but a great writer? Does it mean he can't read, but pays attention and doesn't disrupt the class? It's wild to me. Then you have schools that say, "Ooh, now we'll get a little more specific." So they give a kid a 91 rather than an A. But it's the same thing. You take an English paper and you break it up mathematically, with 80 points for content, 10 points for grammar, 10 points for the thesis statement . . . and that's how you get the number. It's all false. Even a *good* grade doesn't necessarily mean anything. Seymour Sarason puts it this way, "Now look, just because a child has a normal body temperature that doesn't mean he's not sick."

Over 200 schools have decided to offer students the option to focus on skills instead of grades. Here's an example:

Traditional Transcript Path **Grade**



AP Calc AB (DG) Test 12 04 Feb 16

ONE PART – BASIC CALCULATOR ALLOWED

Answer the following. You may use simple geometry, Riemann Sums, FTC1, FTC2, etc. Leave answers exact or round to three decimal places (either accepted).

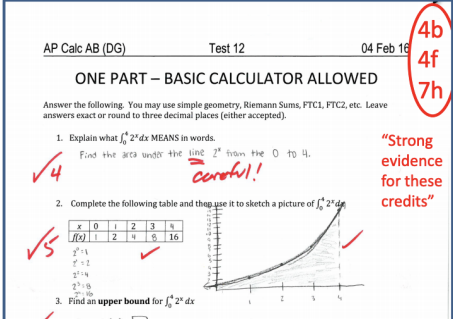
1. Explain what $\int_0^4 2^x dx$ MEANS in words.
Find the area under the line 2^x from the 0 to 4.
careful!

2. Complete the following table and then use it to sketch a picture of $\int_0^4 2^x dx$.

x	0	1	2	3	4
$f(x)$	1	2	4	8	16

3. Find an upper bound for $\int_0^4 2^x dx$.

Mastery Transcript Path **Tags**



AP Calc AB (DG) Test 12 04 Feb 16

ONE PART – BASIC CALCULATOR ALLOWED

Answer the following. You may use simple geometry, Riemann Sums, FTC1, FTC2, etc. Leave answers exact or round to three decimal places (either accepted).

1. Explain what $\int_0^4 2^x dx$ MEANS in words.
Find the area under the line 2^x from the 0 to 4.
careful!

2. Complete the following table and then use it to sketch a picture of $\int_0^4 2^x dx$.

x	0	1	2	3	4
$f(x)$	1	2	4	8	16

3. Find an upper bound for $\int_0^4 2^x dx$.

Strong evidence for these credits

In his powerpoint lecture from 2017, Scott Looney quotes Alfie Kohn:

Quotes from **Degrading to De-grading**

High School Magazine, March 1999

Alfie Kohn

Grades tend to reduce students' interest in the learning itself.

(Beck et al., 1991; Milton et al., 1986; Benware and Deci, 1984; Butler, 1987; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Harter and Guzman, 1986; Hughes et al., 1985; Kage, 1991; Salili et al., 1976).

Grades tend to reduce students' preference for challenging tasks.

(Harter, 1978; Harter and Guzman, 1986; Kage, 1991; Milton et al., 1986)

Grades tend to reduce the quality of students' thinking.

(Butler, 1987; Butler, 1988; Butler and Nisan, 1986; Grolnick and Ryan, 1987; Anderman and Johnston, 1998).

See the powerpoint

www.TINYURL.com/NoGradesScott

See the list of skills on the next three pages. Sit with your child and read through the list together.

Ask: ***“What skills do you want to develop? Put a check mark next to the skills that you want to develop.”***

Encourage your child to add more skills to the list. There are dozens of “lists of skills” that you can use.

You can print the list that follows and write in examples of work or videos that show that your child has shown some skills.

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
TinyURL.com/ShortListofSkills

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
TinyURL.com/ShortListofSkills

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

2. Communication— Oral and Written

	a. Understand and express ideas in two or more languages
	b. Communicate to diverse audiences
	c. Listen closely

3. Teamwork

	a. Start something
	c. Build trust, solve a conflict, and support others
	e. Teach and coach and give advice to others
	h. Cooperate with others. Manage groups

4 Digital and Quantitative Literacy

	a. Understand and apply digital technologies
	b. Create digital knowledge and media

5 Global View

	a. Open-minded about the traditions of others
	b. Connect with people globally: <i>penpalworld.com</i> , <i>BIBPenpals.wordpress.com</i> , <i>tomakefriends.com</i>
	c. Talk with people from other cultures and religions. Talk with respect.

7. Make honest decisions (choices)

	a. Keep a positive attitude
	b. Show moral courage; confront unjust situations
	c. Act responsibly to support the larger community

6 Adaptability, Initiative, and Risk-Taking

	a. Develop flexibility and adaptability
	b. Has courage in unfamiliar situations
	g. Start an online business (affiliate marketing) Develop a stream of passive income.

8 Habits of Mind

	a. Love of Learning/Curiosity
	b. <i>We believe in our ability to succeed</i>
	c. Time Management

More skills from MomJunction.com. Some of these skills are mentioned in this website
http://www.momjunction.com/articles/everyday-life-skills-your-teen-should-learn_0081859/#gref

	Skills to stay safe
	Cope with emotions
	Navigational skills: which way is north? How to read maps <div></div>
	Domestic skills
	Hygiene and personal health care

	Cooking skills
	Clothing skills
	Budgeting skills
	Cope with emotions

You can help spread the idea of "a focus on skills" instead of the current focus on grades and "grade point average" (GPA).

☐ Type in **TINYURL.com/NoGradesVideo**

☐ **Click LIKE,**

☐ **SUBSCRIBE and**

☐ **Share the link with a friend.**

Source: Mastery.org from Hawken School, Cleveland OH

Part of the Mastery Transcript Consortium

Note: This list of skills is developed from a list that was found on a press release that was distributed in May 2017.

Send comments to AFocusOnSkills@gmail.com

New School of North Virginia School has a list of skills, too:

Inward Looking Skill Categories

Self Awareness & Management
Problem Solving
Critical Thinking & Analysis

Outward Looking Skill Categories

Information Literacy
Communicating Meaning
Social & Global Responsibility <https://newschoolva.com/>

The purpose of this procedure is to FOCUS ON SKILLS, not on the grades.

How do students at “Mastery” schools show their work? They use a Mastery Transcript. See www.TINYURL.com/NoGradesVideo to learn more. *“MTC schools are creating a high school transcript that reflects the unique skills, strengths, and interests of each learner. Visit us at mastery.org.” (From the Mastery YouTube channel)*

Amin, Alexander H. (Alex) '15

Parents: Himanshu & Leslie Amin
Student Residence Address & Phone:
927251 Mera Rd.
Solon, OH 40158
(555) 555-5555

Date of Birth: 10/11/1996
Entered:
Today's Date: 1/16/2015
Status: Current Student
Sex: Male

Hawken School
CEEB Code: 361262
12456 County Line Road, P.O. Box 8002
Gates Mills, Ohio 44040-8002
(440) 423-2916, fax (440) 423-2994

Featured Credits:

- 7b Foster integrity, honesty, fairness and respect
- 3a Lead through influence
- 3b Coordinate tasks, manage groups, delegate responsibilities
- 3d Build trust and resolve conflicts
- 3g Implement decisions and meet goals
- 8e Persistence

Earned Credits:

- 1 Analytical and Creative Thinking
 - b. Detect bias, and distinguish between reliable and unsound information
 - e. Analyze and create ideas and knowledge
- 4 Digital and Quantitative Literacy:
 - a. Understand, use, and apply digital technologies
 - c. Use multimedia resources to communicate ideas effectively in a variety of forms
- b. Bring a sense of courage to unfamiliar situations
- d. Work effectively in a climate of ambiguity and changing priorities
- g. Develop entrepreneurial literacy

Imagine a Transcript

3,186 views • Feb 20, 2017

MTC Mastery Transcript Consortium
237 subscribers

<https://www.youtube.com/watch?v=AuXRBRpkBX0>

HOW TO USE THIS LIST OF SKILLS

What can parents do?

Sit with your child. Ask your child to collect and show you some school work.

Ask your child to talk about his/her school work. ***“What project or essay is your best work? How much effort did you put into that school work? What can you show me that you respect in your work?”***

(A math worksheet might be something that your child is proud of. A book report or a project might show more of his or her personality).

A Short List of Skills

Select the skills that you want to develop.
YOU DON'T HAVE TO LEARN ALL OF THESE SKILLS
[TinyURL.com/ShortListofSkills](https://www.tinyurl.com/ShortListofSkills)

1 Creative Thinking

	a. Identify problems
	b. Find a solution (propose an idea)
	c. Ask interesting questions

Then ask about each piece of school work.

Ask: ***“What skills did you develop with this essay (or project)?”***

“What part of the essay (or project) shows that you built those skills?”

What could you do more next time to build deeper skills or strengthen your skills?

Repeat the questions with the mentoring and internships. ***“What skills did you learn when you were an intern?”***

Procedure 5: Put these four steps onto websites to display work

Here's what students at 150 Private schools are doing:

They are putting their best work on websites (safely, without access to the public). The people authorized to see the sites are parents, the student, teachers and college admission officers.

www.TINYURL.com/ExampleDP Ben Staley's digital portfolio (website)
There are a LOT of projects and writing here. His work says, "This is the project that I did that got me an A." You can see that this kid has stamina and that he can communicate well.

EXAMPLES of Websites and School work
from High Tech High School in California

If you were a college admissions officer, which would you want to read?

"My GPA is 3.95"

or...

"Here's an example of my writing."

What does a website look like when students show their work to the world?

Ben's Website starts like this

Ben Staley's

Digital Portfolio

[Home](#)[About Me:](#)[9th Grade](#)[10th Grade](#)[11th Grade](#)[Blog](#)[Honors](#)[Contact Me](#)

Book Reports

Semester 1 Book Reports

				
Book Report 1: <u>Fall of Five</u>	Honors Book Report 1: <u>The Night Thoreau Spent in Jail</u>	Book Report 2: <u>Catching Fire</u>	Honors Book Report 2: <u>The Catcher in the Rye</u>	Book Report 3: <u>Mocking Jay</u>
				Honors Book Report 3: <u>Of Mice and Men</u>



Family History Project


In this project, our class interviewed family members searching for a story. Once we decided on what to write about, we created descriptive writing pieces based on the information we got. We searched for family photos that related to the stories, and eventually published the photos and the stories in a book. Click the image or the title to find out more.

Family History Project

Project Description:

In this project, I went through many steps to figure out what story I was going to do. First, I interviewed my relatives, asking questions like, "What is your earliest childhood memory?" "What accomplishment are you most proud of?" I picked a bunch of experiences we learned about that could possibly be developed into a story. We did this by writing a paragraph or so about each of the ideas. Here are the ones that I did.

Seeds:

Time, Place, Story	Accompanying Picture
<p>Germany 1938-1945</p> <p>My grandmother's experience as a child in Germany was far from normal mainly because Hitler was in power. She was kept very sheltered by her family. They would turn off the radio when anything about Hitler was mentioned. Being a very strict Catholic, she was only allowed to have Catholic friends, so she never knew anyone who was taken away. Because she was completely sheltered from Hitler's "bad side," she thought he was a good person. All she knew was that Germany was going through one of its best time periods and Hitler was in power.</p>	 <p><i>A family reunion in Germany</i></p>

=====

What if your child created a website with perhaps three pieces of school work?

That's what Abel Thon did and he got four offers of scholarships (even though he had average SAT scores and a B average in classes).

His Intern page has an essay and a video showing what he learned as an intern at a physical therapy clinic. He wanted to become a therapist and the colleges clearly said, "Here's a kid that we want on our campus. He knows how to communicate, he used a tripod to make that video and he states what he wants to do clearly. He even did an internship."

Here are some screenshots of Abel's site



Biodiversity Project

During this project, we grabbed ARMS (Autonomous Reef Monitoring System) units that were located in the San Diego Bay, and La Jolla cove. We went out as a team and retrieved the ARMS. They were many different types of jobs during this such as the swimmers, kayakers and photographers. Afterwards we used a program called CPCe. It helped us determine each creature that we were dealing with. We labeled them on the program and it helped us see the percentage of all of the different creatures. Then in small groups we developed a question that we could research and answer.

My Internship at Catalyst Physical Therapy and Wellness



Since I was small I cared about health and being active which is why I'm so interested in a Physical Therapy internship. Being active and being able to move is a very important part of life and everyone should be able to move. Which is why I would want to devote my career into helping people with injuries and making them active and happy.

I interned at Catalyst Physical Therapy and wellness. Physical therapist here treat patients in whatever problems they have. If it's back, shoulder, leg or if their coming in just because of an injury they can be assisted. When patients first come in they get a free injury screen, which is basically an initial evaluation of the patient. They write a SOAP note which stands for Subjective, Objective, Assessment and Plan. The subjective is how the patient is feeling, the objective are the measurements, the assessment is what the physical therapist think of the patient and the plan is what they have to do to make the patient recover from their pain. I was able to shadow Physical therapist a lot during my month there and I got to see how SOAP notes went down and how the process happened. Another thing that I got the opportunity to do was helping patients with their exercises. I was able to learn a lot of these exercises and help other patients with them and be able to show them how to do them right.

For my project I created a commercial for my physical therapy clinic. Because there's so many different aspects in this clinic like personal training, yoga, acupuncture, physical therapy and massage therapy I was tasked to create a 2 minute project to be able to capture it all. To be able to capture footage I had to make a photo release form and give it to the people who were going to be in the video. After capturing footage I had to edit a lot of the footage because I was only using 5 second clips of each video I recorded.



Search



Commerical

66 views • Jun 25, 2016

4 0 SHARE SAVE ...



Abel Thon
7 subscribers

SUBSCRIBE



abelthonresume.docx
Download File

There is a link to Abel's resume. If you were a college admissions officer, would you click there? I would. I'm impressed by the clear writing and the confident style of his essay.

LINK www.TINYURL.com/AbelSite

How do these great looking websites with remarkable projects get set up? The Free Website Project

Here's an example of a procedure, pulled from a talk by Larry Rosenstock (a leader at High Tech High Schools).

Many High Tech High School students (in California) hear the following words:
“Students should gain strong experience in and understanding of all aspects of an industry, including Finance, Planning, Management, Underlying principles of technology, Labor Issues, Community issues, Health and safety issues, and Environmental issues as they pertain to that industry.”

TINYURL.com/LarryHTH

For a 14-year-old student, this journey will probably take 4000 hours, divided over four years.

That's what I'm talking about. Here's a simple procedure, called **“Ask students to look at all aspects of an industry,”** and hundreds of students in California are doing this exercise, which can take two or three years of projects.

How can your child compete with this kind of deep school work? By copying their methods and by going beyond what the kids in California are doing.

Methods used in California (your child can copy these methods)

- Build deep projects. Take at least a month to work on one essay or slide show.
- Allow students time to go back and improve on the projects
- Show students examples of what other students have done and that can motivate your student to meet that standard (or exceed it)

How to go farther (your child can improve on what Ben and Abel did)

- Many websites have very little “reflection” - the student did a book review, but what did the student learn about the process? What were the struggles? How did the student look back and say, “I made some mistakes that I won't make again.”...and the student describes the mistakes.
- Many websites by students do not have videos with the voice of the students. College admission officers are like real people. We all want to hear that voice, to judge a person by their talking. What if your child practices speaking by pointing the camera at the poster or essay or powerpoint and talks. **“This is what I learned about myself. I made a lot of assumptions and that project showed me that I need to spend more time prepping before I just jump in. I can say that this project was a turning point and I asked my professor if I could go back and improve the presentation. That's the kind of high standard that I want to set for myself in the future.”** Whoa! I would want that student to be on my campus.

This packet of information (this book) is my attempt to share what I've learned from kids in California and from studying the process of making high school PERSONAL for every student. It's called "**Personalizing the instruction.**"

Summary

13. The traditional high school transcript is a focus on grades.
14. A new high school transcript will focus on skills.
15. The new transcript will be a list of skills, like a list of badges for Boy Scouts.
16. Students at 150 private schools are using this new procedure.
17. The students show their skills with PROJECTS (not worksheets or multiple choice tests)
18. The students are putting their school work on websites. SAFELY and PRIVATELY (the teacher or the parents have the password for administering the website, so that students can't share any pages until the teachers and parents agree that it's time for the college admissions officers to see the work.)

That's about it. You can call me if you have questions (954-646-8246). That's my current focus--how to show teachers, parents and students how to support their websites with USEFUL projects and how to find the ENERGY and FOCUS to build the projects. Fighting negative thoughts is part of the process and I hope you take the time to go through the Seven Lessons by Hal Urban. www.TINYURL.com/7LessonsHalUrban.

Please let me know what part was important to you so that I can make a shorter presentation to the next group of parents.

A Free Website Could Get Your Teen into a Better College

You know that your child is more than a Grade Point Average and a score on the SAT or ACT. What does “3.5 GPA” or “24 ACT” say about your child’s curiosity or enthusiasm or ability to communicate? What if people could see the best work of your child? Anybody can see the school work that earned the students a “B” or an “A.” **Would you like your children to show their best work on a website?**

Fig. 1: The High Tech High website lists its students by first name.

Tony Wagner of Harvard University says that the cheapest way for schools to help students is: **Set up digital portfolios.** Wagner says, “The world doesn’t care about your test scores.

What the world cares about is what you can do with what you know.” Portfolios show what you have done.

A guidance counselor in Michigan writes in a blog: ***I could see high school students creating digital portfolios throughout high school and then finishing with a cumulative assessment at the end of their senior year. These are sometimes referred to as a Senior Capstone e-Portfolio. By providing students with a way to showcase work they will have a clearer vision as a learner, find pride in their work, and share with possible colleges or employers.***

(C. M. Lindberg).



Fig. 2: A student at High Tech High shows his portfolio of academic work.

Free Website Project

TinyURL.com/exampleDP

I’ve been using the Internet for the past two years at SunEd High School in Margate, Florida, to showcase the academic work of some of my students. I have placed short videos of my students explaining their projects. Some students have published short books using Createspace to sell on Amazon. When I heard about the “Digital Portfolios” of High Tech High, it clicked for me. “Now the videos, essays and photos can be in one place -- on a free website.”

Four key principles

9. **The students keep “their observations” on a separate blog.** Experiments with humor and satire are placed on independent blogs. Famous authors sometimes use second names. Pseudonyms (pen names) are suggested.
10. **Students control the content of their websites.**
11. The School chooses whether or not to link the student’s site to the “**List of Websites Made by Our Students**” that is hosted on the School website.
12. **Students put POSITIVE INFORMATION on their portfolio** that shows work that the students created for school.



Instagram and Facebook? Sure!

I tell my students, “*You have spent hours collecting photos and writing about things that interest you. Colleges and universities will want to see that information.*” The free website can collect essays and photos that show the spirit of your child. If your child keeps only

positive images on his social media, then you might have a way to distinguish your child from dozens of other applicants.

Here's what parents can say to guide their teenagers: "Instagram is a digital portfolio of images that are important to you. Your Instagram account and the photos on your Facebook *'like list'* tell others that you believe that these images are important."

Share your experiences

Students can post "how to" videos on a YouTube channel to show how they can serve. Try an "expedition" on Google's Cultural Institute. Give a tour of their volunteer work (at an animal rescue center).

Fig. 3: A brief introduction of each project will tell the viewer about your interests and why this project was meaningful.

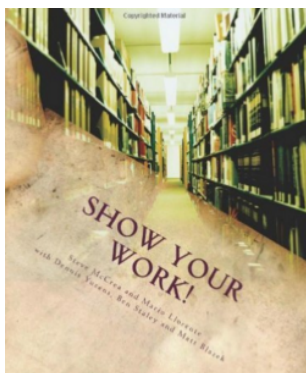
Free Video

Get started: Go into your Gmail account, then go to **Sites.Google.com**. For more information about the Free Website Project and how you and your child can get the free training, call (954) 646 8246 and find out where the next free workshop will happen near you. A free video is available at **TinyURL.com/abcfreeworkshop**

Add projects with these free ebooks

[1] Look at other digital portfolios to get ideas. Here are links to websites at High Tech High School: tinyURL.com/HTHdps tiny.cc/AbelSite tinyURL.com/exampleDP

[2] **Free Ebooks:** When you start building a digital portfolio, you might want to add some projects. To find interesting projects, look at Matt Blazek's free ebook tinyURL.com/blazekprojects **Free Ebook** tinyURL.com/SunExplore tinyURL.com/mattblazek **video about projects**



[3] **Show Your Work:** I have learned the High Tech High school method of building DIGITAL PORTFOLIOS using Google Sites.

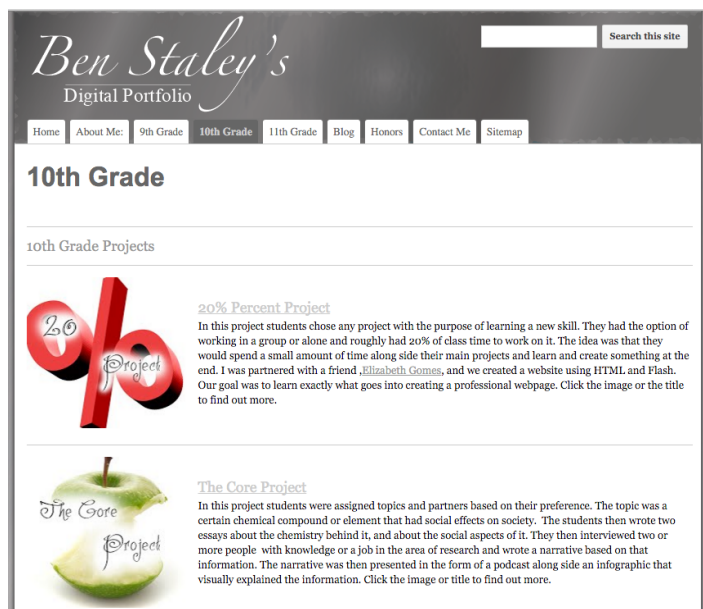
TinyURL.com/ShowYourWork1: I recommend this system for engaging the attention of students. They can build free websites and attract attention to subjects that matter to them.

Make learning fun and engage the curiosity of students. "Make the work authentic"-- Jeff Robin, High Tech High tinyurl.com/sunportfolios4 Letter to Directors of schools about "digital portfolios" Facebook:

tinyurl.com/fbfreewebsite

tinyurl.com/projectsandportfolios **links to free ebooks**

tinyurl.com/howtoDP A blog post from a school in New Jersey



45 Phrases for the 5 Steps www.TINYURL.com/45phrases5

Close the door quietly please	Cierra la puerta en silencio por favor
Did you wash your hands?	¿Te lavaste las manos?
Here's a paper towel. Clean up that spill.	Aquí tienes una toalla de papel. Limpia ese derrame.
Please sweep the floor	Por favor barre el piso
Dry the dishes	Seca los platos
It's your turn to put away the dishes	Es tu turno de guardar los platos
<i>How did you sleep?</i>	¿Cómo has dormido?
<i>It's garbage day</i>	Es el día de la basura
<i>Clean your room</i>	Limpia tu habitación
Can you help me with this?	¿Me puede ayudar con esto?
Put on a different shirt	Ponte una camisa diferente
Turn off the light when you leave the room. Money doesn't grow on trees.	Apague la luz cuando salga de la habitación. El dinero no crece en los árboles.
You need to clean your shoes before you go out.	Necesitas limpiar tus zapatos antes de salir.
Remember to use soap	Recuerda usar jabón
Please take out the trash	Por favor saca la basura
Take a shower before you go to bed.	Tome una ducha antes de irse a la cama.
Remember to wash behind your ears	Recuerde lavarse detrás de las orejas
Throw that away	Tira eso

Pick that up	Recoge eso
Hang up your shirt	Cuelga tu camisa
Fold your clothes	Dobla tu ropa
Put away your things	Guarda tus cosas
A place for everything and everything in its place	Un lugar para cada cosa y cada cosa en su lugar
Turn off the computer	Apaga la computadora
Put on your shoes	Ponte los zapatos
It's dinnertime.	Es la hora de cenar.
Please pass the salt.	Por favor, pásame la sal.
Elbows off the table.	Codos fuera de la mesa.
Sit up straight.	Sientate derecho.
Please set the table.	Pon la mesa.
Please help me.	Por favor, ayúdame.
Put away the dishes.	Guarda los platos.
Don't chew with your mouth open.	No mastique con la boca abierta.
Close your mouth when you are chewing	Cierre la boca cuando esté masticando.
Wash your hands	Lava tus manos
I dropped my fork. Can you get me another one?	Dejé caer mi tenedor. ¿Puedes conseguirme otro?
I need a napkin	Necesito una servilleta
Can I give you more?	¿Puedo darte más?
Can you bring me the milk please?	¿Me puedes traer la leche por favor?

Do you want more?	¿Quieres mas?
What happened?	¿Sigues con hambre?
Are you still hungry?	¿Qué sucedió?
Is something wrong?	¿Hay algo mal?
Are you ready?	¿Estás listo?
I'm ready	Estoy listo
Stop doing that!	¡Para de hacer eso!
Stop doing that right now!	¡Deja de hacer eso ahora mismo!
Sneeze into your elbow.	Estornuda en tu codo.
Ask Your Dad	Pregúntale a tu papá
No Dessert Unless You Finish Your Dinner	Ningún postre a menos que termine su cena
You'll poke someone's eye out with that.	Le sacarás el ojo a alguien con eso.
Don't run with scissors	No corras con tijeras
Don't Sit That Close To The TV	No te sientes tan cerca de la televisión
Hold up your mobile phone when you look at it.	Sostenga su teléfono móvil cuando lo mire.
Sweet dreams	Dulces sueños
It's bedtime.	Es la hora de dormir.
It's time to go to bed	Es hora de ir a la cama
Turn off the light. It's time to go to sleep.	Apague la luz. Es hora de irse a dormir.

No more TV. It's bedtime.	No más televisión. Es la hora de dormir.
Charge your mobile phone in the living room.	Cargue su teléfono móvil en la sala de estar.
You are not sleeping with your phone.	No estás durmiendo con tu teléfono.
Get well soon	Mejorate pronto
Go back to sleep	Vuelve a dormir
You need at least 8 hours of sleep	Necesitas al menos 8 horas de sueño.
Take care of yourself	Cuídate
Congratulations	Felicidades
Drive safely / Take care of yourself when you drive	Conduce con seguridad ... cuidate quando tu conduces
Happy birthday!	¡Feliz cumpleaños!
Well done!	¡Bien hecho!
Good luck!	¡Buena suerte!
Awesome	Impresionante

Go ahead... add more phrases

Put these sheets in the kitchen, such as over the sink and on the refrigerator. Then two people can read from each page.

Help us, parents: You are our only hope.



You don't need to keep reading. If you focus on the five procedures, your child will be able to compete with students in California who use digital portfolios to display fabulous deep projects.

If you want to change your school, ask ten questions. If enough parents ask these questions, you will start a movement, a revolution, a transformation of schools.

Elliot Washor and Chales Mojkowski put these questions into a video and into a \$20 book. Most teachers have not seen the video or the book.

<https://tinyurl.com/leavingtolearn>

10 Expectations

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www.TINYURL.com/10ExpectationsSpanish with some questions translated also in Spanish (so we can practice another language... see Procedure 2).

These ten **"Questions that Parents Can Ask"** come from a promotional video that supports **Leaving to Learn**, a book by **Elliot Washor** and Charles Wojkowski.

Relationships

Am I just another face in the classroom? or do my teachers know about me and my interests and talents? **Do the teachers help me form relationships with peers and adults who might serve as models and coaches?**



Relevance

Is the work just a series of hoops to jump? Or is the work relevant to my interests? **Do my teachers help me understand how my learning contributes to my community?**

Time

Am I expected to learn at a pace decided by my teacher or can I learn at my own pace?

Is there time for learning to be deep as well as broad?

Timing

Do all students have to learn things in the same sequence **or can I learn in an order that fits my**

learning style or interests?

Play

Is there always pressure to perform? **Or do I have opportunities to explore? Make mistakes and learn from them? Do I have opportunities to tinker and make guesses?**

Practice

Do we learn something and then immediately move on to the next skill? **Or can we engage in deep and sustained practice of the skills that we need to learn?**

Choice

Am I following the same path as every student? **Or do I have real choices about what, how and when I will learn and demonstrate my abilities?**

Authenticity

Is my work just a series of worksheets? **Or is the learning and work I do considered significant outside of school, by experts, family and employers?**

Does the community recognize the value of my work?

Challenge

Is the school work just about completing assignments? Or **do I feel challenged? Am I addressing high and meaningful standards?**

Application

Is my learning all theoretical? **Or do I have opportunities to apply what I'm learning in real world settings?**

If you want more to do, go to the larger book called "For Parents who Have Time to Read" ... If you got this far, you clearly like to read, so go to www.TINYURL.com/Parentsliketoread

Do my teachers help me form relationships with peers and adults who might serve as models and coaches?



Does the classwork relate to my interests?

These questions come from LeavingToLearn.org

**You can get the free ebook called Personal history Workbook here at
TinyURL.com/PersonalHistoryebook**

See a video to explain the process at TinyURL.com/PersonalHistoryWorkbook

Just the links

The 200-page expansion of this text)
www.TINYURL.com/Parentsliketoread

Tinyurl.com/NoGradesVideo. The focus on skills. Why not subscribe to that channel?

Get the free seven lessons by Hal Urban: Build a positive outlook
www.TINYURL.com/7LessonsHalUrban

Daniel Amen's "talk back to ANTS" (automatic negative thoughts)
www.TINYURL.com/sunants

Negative thoughts create chemicals that cause people to feel depressed.
Students who are depressed or angry or upset or irritated do not learn as well or as much as students who have a positive mental attitude (PMA).

<https://www.youtube.com/watch?v=W-sMA6WUA2k>

<https://www.youtube.com/watch?v=WJvbc0yAE0&t=380s>

You can search "Hal Urban Character Lessons from Classroom"

Or you can type www.TINYURL.com/HalUrbanCharacter

<https://www.leadwithlanguages.org/why-learn-languages/early-childhood-elementary>

Research shows that **learning** a second **language** boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. **Children** proficient in other **languages** also show signs of enhanced creativity and mental flexibility.



<https://www.leadwithlanguages.org> › why-learn-languages

[Benefits of Learning a Second Language at an Early Age ...](#)

www.TINYURL.com/45phrasesskills to get the list of phrases to use in your home.

See more at www.TINYURL.com/BPLintern to learn about internships.

<https://www.youtube.com/watch?v=pNqlkWYShPY>

The video shows an intern at an animal clinic.

You can download a free ebook with examples of projects from

www.TINYURL.com/blazekProjects

Here's an example of a school in California that asks students to work in a volunteer way (intern) and learn from a mentor.

<https://www.youtube.com/watch?v=K60rohRF3V4>

The video shows a teenager who talks about skills learned at Big Picture Living...

<https://www.youtube.com/watch?v=O4sqM0MNVDQ> or the short link

www.TINYURL.com/bpliving

Say this: **“Let’s Build Projects to Show What You Learned”**

www.TINYURL.com/BPLQuestions is a good start for asking questions to improve a project. Examples of projects are displayed in Procedure 5 (about websites and digital portfolios).

Be nice and click on their website, **BigPicture.org**, and give some social media clicks and subscribes.

<https://www.youtube.com/watch?v=XO1ixihF0Hg&t=4s> www.TINYURL.com/bplivingYT
The Youtube Channel for BPLiving.

Use the list of skills that appears here www.TINYURL.com/aListofSkills

See the powerpoint about skills. www.TINYURL.com/NoGradesScott

New School of North Virginia School has a list of skills:

Inward Looking Skill Categories

Self Awareness & Management

Problem Solving

Critical Thinking & Analysis

Outward Looking Skill Categories

Information Literacy

Communicating Meaning

Social & Global Responsibility <https://newschoolva.com/>

How do students at “Mastery” schools show their work? They use a Mastery Transcript.
See www.TINYURL.com/NoGradesVideo to learn more.

www.TINYURL.com/ExampleDP Ben Staley's digital portfolio (website)

There are a LOT of projects and writing here. His work says, "This is the project that I did that got me an A." You can see that this kid has stamina and that he can communicate well.

Abel's site: www.TINYURL.com/abelsite

www.TINYURL.com/LarryHTH The goals of High tech High schools.

Help us, parents: You are our only hope.

<https://tinyurl.com/leavingtolearn>

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